

THE INSTRUCTOR

April

..1939



JOSEPH L. WIRTHLIN *Second Counselor in Presiding Bishopric*
CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS



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SAY THAT YOU SAW IT IN THE INSTRUCTOR

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OFFICIAL ORGAN OF THE SUNDAY SCHOOLS OF THE CHURCH OF JESUS CHRIST
OF LATTER-DAY SAINTS

DEVOTED TO THE STUDY AND TEACHING OF THE RESTORED GOSPEL

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No. 4

Restored Gospel Fills Every Human Need

A young girl in her middle 'teens remarked the other day, at the end of a discussion on religion and churches, "I've heard so many different views on the subject that now I don't know where I stand."

Her grandparents, of whom she had the full quota of four, belonged to the L. D. S. Church. Her mother, who had once been a Latter-day Saint, adhered to another religion. Her father, a religious man at heart, was not a member of any church. The young woman's confusion of mind was derived from arguments among her elders over the merits of their own particular beliefs and the imperfections of every other creed. Add to this her adolescent years, when doubts as well as religious conversions most frequently occur, and you have the whole picture.

One of her grandfathers tried to solve her problem by the following reasoning:

"Mabel, would you like to have a good body when you get along in years?" He knew that she did, because, partly, she often had to wait upon old people, who were ill. "Well, Mormonism will help you to have a good body. It not only tells you *why* you should be strong and healthy physically, but tells you *how* to keep so. No other church lays such emphasis on this point as ours does."

Mabel conceded all this, but wanted to know whether obeying our code of health would guarantee a good body.

"No, not altogether, Mabel," said her grandfather, wishing to be fair, "because there is the matter of inheritance and envi-

ronment which we must take into consideration. But adhering to our rules of health will certainly make your body better than it would be otherwise. And that is something."

"Surely!" Grandfather continued:

"Some day you'll be married. Now, in the marriage relation loyalty, chastity and faithfulness are among the main qualities, in both the man and the woman. You and your husband will want to be reasonably sure that you can trust each other. If you live according to the teachings of the Church and if you marry a man who has done the same, don't you see that your chances are better for a happy marriage than they otherwise would be?"

Mabel thought so.

"Now, the teachings of the Church on the relations of the sexes are not only clear, but very impressive. Marriage is sacred. It should not be entered into with one's fingers crossed. Marriage is sacred because it is indispensable to continual happiness. And we believe that it goes on in the next world, if it is entered into properly here. It thus endures in eternity as well as in time. But disloyalty, unfaithfulness, breaks up both our home and our happiness. And then there are the children. Every child is entitled to both a father and a mother. Our Church, therefore, lays great stress on the moral, the decent life. People who are reared in the atmosphere of the Church are more likely than others to cultivate the things that make for a happy home. Love, you know, is the basis of all our happiness."

Mabel thought that this was so, too.

"But that is not all, by any means," Grandfather went on. "Most people are satisfied with merely *thinking* about religion. But the true Christian does something about it. He works at it. Merely thinking and feeling about something is not enough. That always tends to make us introspective, self-centered, introvert, and this, as anyone will tell you, is bad for the soul. Jesus always insisted on work; the psychologist tells why; Joseph Smith furnishes us with the machinery for carrying out the end of religion—service.

"And so you may become an officer in one of our numerous organizations, or a teacher in one of them, and thereby keep your mind off yourself and put it upon helping others, which is only a round-about way of developing yourself and becoming happy."

Mabel agreed.

"Then there is the question of another life. People often tell us that they are so busy living now that they have no time to think about the next life. Well, they are not quite honest with themselves when they say that. For, deep down in every one of us, there is a fear or an anxiety or a desire concerning another world. It comes up in spite of ourselves, and haunts most people all their lives, especially when they are alone and depressed.

"Our Church has more to tell about the next world than any other church—barring none. That is the simple truth, Mabel."

"Latter-day Saints have not only the testimony of the Bible prophets to the fact of another life, but they have in addition, the testimony of the *Book of Mormon* and that of prophets who have lived in our own age. Joseph Smith, like the Apostle Paul,

saw Jesus Christ, and knew that he was alive eighteen hundred years after his death. He knew this because it was an experience. And he saw Moroni, an ancient American prophet, who died and had been raised from the dead to reveal the record of his people. Joseph Smith saw Moroni, not only once, but many times, and was instructed for hours by him! And then, too, both Joseph Smith and Oliver Cowdery saw, in resurrected form, John the Baptist, the Apostles Peter and James and John, Moses and Elijah, men of whom you may have read in the Bible and who acted their parts on the stage in ancient times. No other Church on earth can say things like that, Mabel."

"Oh, I wish I *knew* that all this was true!" the young girl exclaimed.

"You can, Mabel. When Joseph Smith was your age, he had the same doubts as you have expressed. Only, he did not let the matter rest there. He did not know which of the churches in his town was the true one, and so he prayed about it. In the Bible he had read that God would give wisdom to any who lacked it, if he would ask in unwavering faith. The answer to his prayer for light was a vision of the Father and the Son.

"The answer to your prayer, if you pray for wisdom, may not be a vision, since there is probably no reason why a vision should be given in your case, but you may be sure that, if you ask in faith for a testimony, a testimony will be given to you, somehow.

"Stick to your own Church, Mabel. Study its teachings. That is the best thing to do. That is the best way to acquire certainty, to find peace, to be happy. There is no church like it in all the world!"

JOSEPH L. WIRTHLIN

Second Counselor in the Presiding Bishopric

If you turn to your left, as you enter the Presiding Bishop's office, in Salt Lake City, your eyes will encounter those of Bishop Wirthlin—unless he is absorbed in something on his desk. But even then, he is apt to look up, for there is only a counter between him and the big lobby, with desks on all sides. He sees all and, apparently, knows all.

Bishop Wirthlin is the youngest of the Bishopric. He is approaching his forty-sixth birthday, which will be on August 14, next. His wife was Madeline Bitner, and the couple have five children, one of whom is on a mis-

sion in Germany. The Bishop himself went to Germany for the Church, before his marriage, but, owing to the outbreak of the World War, he was transferred to Kansas. He was graduated from the L. D. S. University, in Salt Lake City.

He has a simple business philosophy which he applies in his private affairs and which is equally applicable to public affairs. It is this: Know what your income is, so that you may know whether to expand or to retrench. And he does not believe in gambling with the future.

A few years ago, when Bishop Wirthlin

presided over the Thirty-third ward, in Salt Lake City, he called together all the quorums of the Priesthood. The meeting house, he said, needed some alterations, which would cost a certain sum, which he named. And he put the question before the men with characteristic energy and clearness. Should the work be done, and how was the money to be obtained? The brethren optimistically declared for the changes and proposed that the necessary funds be obtained by assessing the heads of families according to their ability to pay—a sound financial policy.

When the discussion was over, the Bishop

threw a bomb into the meeting. "Not a tap of work," he said, "will be done *until every cent of the money is in!*"

Pay as you go; take periodical inventories of what you have; don't speculate as to what you *may* get; balance your budget every year-end—this is what the Bishop thinks should be done by every man and by every organization, civic or political or religious. Only thus can future money troubles be headed off.

Such is the character of Bishop Wirthlin, and this is a clue to what one may expect of him in the prosecution of his office.

Pictures That Talk

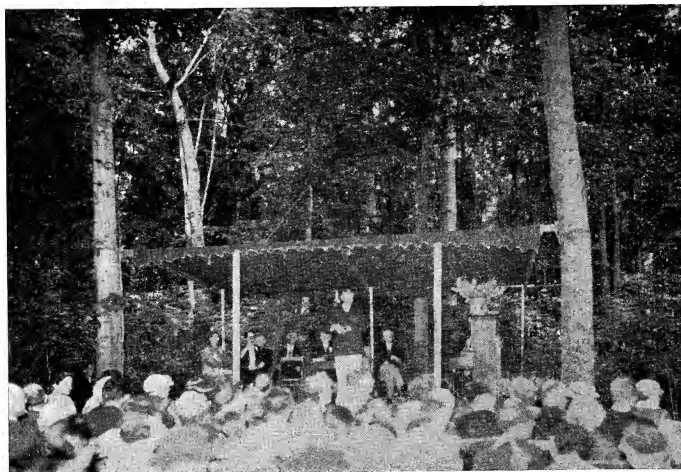
Notes by George D. Pyper,

Pictures by Wilford Wood

II

The conference of the Eastern States Mission, held last summer under the direction of Mission President Frank Evans, at the Sacred Grove, Palmyra, New York, was an inspiring event. Seats were provided for a large congregation and these were all filled, while many stood, forming a frame around the whole assembly.

It was stated that during the conference every missionary in attendance had the opportunity of bearing his or her testimony. Inspiring addresses were made by President and Sister McKay, President Louise Y. Robinson, President and Sister Frank Evans, Elder Willard Bean and others. The writer had the privilege of speaking briefly, and,



PRESIDENT DAVID O. MCKAY ADDRESSING THE CONFERENCE OF THE EASTERN STATES MISSION, AT THE SACRED GROVE, PALMYRA, N. Y.

with the aid of Elder Lorin Wheelwright at the organ, of singing, "The Waiting Time."

Some beautiful songs were rendered by the singing mothers who came from all parts of the mission. Dressed in white, they presented a charming picture in perfect harmony with the sacred surroundings.

To a Latter-day Saint there is a sense of exaltation in visiting these historic places.

One is lifted above physical environment and the spiritual dominates. It was such a feeling that took possession of the writer when he stood beside President David O. McKay in that holy place—the place where occurred the greatest vision of which the world has any record—the glorious Latter-day Saint theophany, where was ushered in the Dispensation of the Fullness of Times.

(To be continued)



IN THE SACRED GROVE. A THRILLING MOMENT WITH PRESIDENT
DAVID O. MCKAY, ON HALLOWED GROUND

The Re-Creation of Donald Sperry

By Olive G. Bennion

Donald Sperry had been abroad for seven years, attending an eastern medical college. He had been successful in school, had received his degree and now he was going home to spend a few weeks with his father, before emerging upon his life's new venture. Going back to the old home where his childhood had been spent.

His mother had died while he was away and it had meant a great loss to the boy, a great heart-breaking loss. He had been ill at the time and wasn't even permitted to attend her funeral, and after that he had no desire to go back. Oh, he loved his father, loved him dearly, but something went out of his life with the passing of his mother, and nothing would ever be the same again. Every week, while she lived, long confidential letters were exchanged between them. All his joys, sorrows, successes and failures, he had lain upon the table before his beloved mother, who had helped untangle every knotty problem.

Donald was an only child and had been religiously brought up; he had been taught to reverence God and everything connected with His name. How well he remembered the day he bade his parents goodbye, and his mother's words, "Donald, my son, don't ever let anything come between you and your religion, and try and remember, dear, all the little things I've tried so hard to teach you." Strange he hadn't thought of those words for a long time, but now as the train brought him every hour nearer the old loved spot they came back with added significance. She would not be there to greet him, to tell him how glad she was of his success. How happy to have him back and how proud she was of her son. But would she be proud of him? In all his worldly success had he measured up in the things that really counted? There was a sinister feeling of doubt within his mind.

As he stepped from the train that lovely spring morning the refreshing country air was indeed exhilarating to his tired nerves. The birds were singing, the sun was shining on tiny patches of green grass just peeping from the brown moist earth. The wood violets were just coming into bloom and everything seemed to shout a glad good morning. It was pleasant to be away from the noisy city with all its sights and sounds. One could at least rest here and find comparative peace.

His Father was alone in the old home, except for the housekeeper who had been there ever since Donald could remember. She was a part of everything connected with his earlier years. There were tears in the old man's eyes as he greeted his son, then

there were so many things to recount, questions to be asked and answered by both, for seven years is a long time to be absent from one's own, apart from everything in each other's lives.

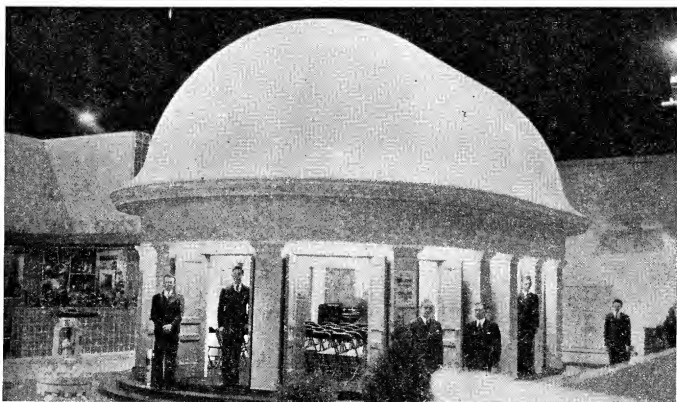
In the afternoon they rode out to the cemetery, and, as Donald stood by the grave of his beloved dead, he seemed to hear his mother's voice, the dear voice he had so loved. It was as plain as if she stood beside him. My son, my son, you have come back to me and I shall never let you go again. What could it mean? In a short time he was going back to enter one of the largest hospitals in the East; he was a surgeon now and would do big things.

Over his mother's grave a beautiful evergreen was growing. He asked his Father the meaning of it. "Well, son, you see your Mother set such store by the life after death, the life Eternal, and this tree is symbolic of that life, I thought she would like it, so I planted it and have cared for it through the years. They turned to go, his heart was very heavy, he held his Father's arm and escorted him to the car, they rode home in silence, their thoughts too deep, too solemn, for expression.

The week passed quickly, renewing old acquaintances, visits to old familiar places, invitations out, etc., and then on the Sabbath his Father said kindly, "You'll be coming to church with me today, son?" Donald started, "If you don't mind, Father, I think I shall remain here at home." "But Donald, this is Easter Sunday and we have a special service arranged, I would so love to have you come." The young man could think of no logical excuse for refusing and he hated to disappoint his father, but church, that belonged to the past, and the past he had put out of his life forever. Nevertheless, he accompanied his father. The old church where he had gone all his younger life even as a tiny child clinging to his Mother's hand was beautiful this morning. The sunlight came through the open window and cast a golden light on a profusion of Easter lilies and tiny evergreens, reminding him again of his Father's words, "Symbolic of eternal life, and she set such store by that life."

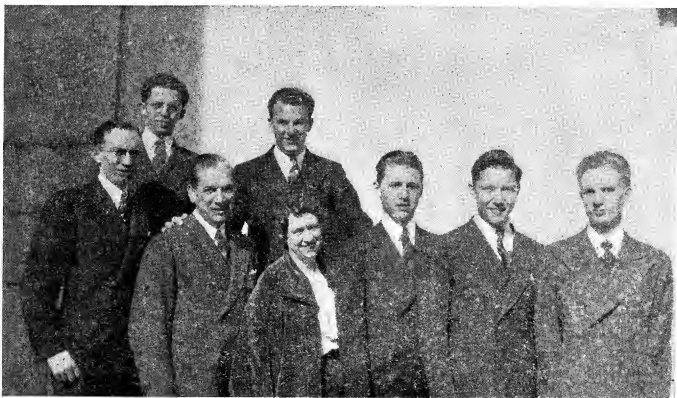
Strains of "Jesus Lover of my soul" pealed forth from the old organ, and forgotten memories of a day long past came back to Donald Sperry and a feeling a kin to pain seemed to envelope him. Through the dim recesses of his mind drifted these words, "I am the Resurrection and the Life; he that believeth on me, though he were dead, yet shall he

(Continued on page 171)



L. D. S. CHURCH EXHIBIT AT THE GOLDEN GATE EXPOSITION

The Tabernacle contains an organ, and has a comfortable seating capacity for fifty, with a screen for pictures. A twenty-minute lecture with music, is given by a missionary. The audience is then dismissed and a new group takes its place.



GROUP OF DIRECTORS AND MISSIONARIES AT THE GOLDEN GATE FAIR

Front row, left to right: Elder Gordon Hinckley, President and Sister Stephen H. Winter, Elders Nathan B. Hale, Wendell S. Noble and G. William Richards. Back row: Elders Mark Child and E. Wayne Taylor.

How Can We Improve The Order Before Sunday School Begins?

By Elder De Lore Nichols

Recently I determined to visit a Sunday School in one of our larger wards in one of our city stakes, unannounced, as an unknown visitor, my purpose being to make careful and detailed observations of what makes for order and reverence in our meeting houses.

I entered the building at 10:10. Only a few ladies and several children had gone in ahead of me. As I opened the front door I found them all standing in the entrance hallway. The little talking being done was in low tones. One little girl whispered to another, "We're not allowed to go in yet, they are holding a meeting on the stand." I peered through the partially opened doorway and I could see several men holding what seemed to be a conference with the bishop.

Our group grew constantly larger, until 10:20 and still perfect order in the hallway. A bell sounded as a signal to close the Priesthood classes and also served as a notice for our group to enter the auditorium. Each grownup and child quietly took their places in their respective departments.

Soon the pupils were fairly crowding into the building, yet all was in perfect order and no confusion. The superintendency and teachers had come into the room from the prayer meeting and had taken their proper places. In a few moments the preliminary music started. Promptly at 10:30 the bishop arose to make the announcements he desired, followed by the superintendent, who merely expressed appreciation to meet all again in Sunday School, announced the person who would offer prayer and two two-and-one-half-minute speakers. The song numbers had been posted. The organist began playing the opening song and the order of procedure from then on was carried forward as outlined under instructions of the General Board. No whispering nor conferences were noted by officials on the stand. The pupils in all departments were very orderly and attentive.

I sat on a back seat, took it all in and wondered how it had been done. This was not a perfect school in all respects. There were too many late. I counted 74 late comers, yet they took their proper places with less disturbance than I had seen in many schools recently visited. They had solved the one problem of order.

What is the answer?

The North and South Davis Stake Sunday School Boards by request made these ob-

servations. They have listed according to importance, those things which contribute to order before Sunday School begins.

1. Early and good ushering and proper reception at the door.

2. All officers on the stand early and teachers in their respective departments to set a proper example. Regular and punctual attendance.

3. Prompt dismissal of prayer meeting and Priesthood classes on scheduled time.

4. Good janitorial service, clean and comfortable rooms, carpeted aisles, convenient cloak rooms.

5. Proper preparedness of the buildings, rooms and notices, all taking part on stand, sacrament ready, musical numbers posted.

6. Suitable and well played preliminary music.

7. Cooperation of all organizations in teaching reverence and order in our churches.

8. Proper teaching in the home.

9. Recreational functions properly supervised and conducted in our meeting houses.

10. Children punctual, but not too early to play about. Taught to enter the building promptly and quietly and go directly to their department.

11. Teachers' attitude in teaching reverence and spirituality and their interest in the pupil.

It is not necessary to name the list they consider which detract from order because naturally they are the opposite of those listed.

I should say the answer in summary seems to be:

1. Proper teaching of reverence in the home.

2. Cooperation of all officers and organizations with the bishopric to build for reverence by the entire ward membership and respect for the ward home.

3. Better supervision of ward recreational gatherings.

4. A definitely planned program by the officers and teachers of the school to be thoroughly understood and followed by the entire school membership.

5. Thoroughly prepared and dependable officers and teachers in the assigned places at the right time.

6. Love and loyalty to each other and to the Lord.

Our desire is to teach our boys and girls to show reverence, not only in and for our meeting houses, but to act accordingly no matter where they are that they might be an example in conduct.

An Enlistment Project for Youth

By Dr. John T. Wahlquist

Youth, in common with all true learners, crave activity—we learn by doing. In addition to the mastery of the subject matter outlined in the Quarterlies—and of far greater importance—is the love engendered for fellowmen. We submit that one of the best ways to teach love for fellow youth is to let the members of the Gospel Message and Missionary departments participate in enlistment projects designed to reach those not in regular attendance. The project described below is merely suggestive of a line of attack the class may desire to follow:

Let the class prepare a tract. A tract to be distributed by class members to all youth of that age level in the ward.

1. Discuss before the class, under the leadership of the class officers, the desirability of such a project.

2. Decide upon the general nature of the project.

3. Appoint or elect a committee on preparation.

4. Examine in class mimeographed copies of the proposed tract and let class members critically evaluate the same.

5. Permit the committee to prepare the final form in sufficient numbers to reach all members of the ward in that age level.

6. Agree upon a method of distribution and follow-up. (The regular Enlistment Committee should play the major role.)

Below are quotations suitable for publication. The committee should select from this source and search for similar material. Obviously, the tract must be more than quotation. The selections below are the type of thing to be used to lift the composition of the tract above the ordinary.

So nigh is grandeur to our dust

So near is God to man;

When Duty whispers low "Thou must,"

The youth replies, "I can."

—*Ralph Waldo Emerson.*

"Look to this day, for it is life. In its brief course lie all the verities and realities of your existence; the bliss of growth, the glory of action, the splendor of beauty. For yesterday is but a dream, and tomorrow is only a vision; but today, well lived, makes every yesterday a dream of happiness and every tomorrow a vision of hope. Look well, therefore, to this day, such is the salutation of the dawn."—From the *Sanscrit*.

"Tonight, not one alone am I, but three—
The Lad I was, The Man I am, and he

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Who looks down the coming future years
And wonders at my sloth. His hopes and fears

Shall goad me to the manly game
Of adding to the honor of my name.

I'm Fate to him—that chap that's I, grown old

No matter how much stock and land and gold

I save for him, he can't buy back a single day
On which I built a pattern for his way.

I, in turn, am product of that Boy
Who rarely thought of After Selves, His joy
Was in the present. He might have saved
me woe

Had he but thought. The ways that I must go
Are his. He marked them all for me
And I must follow—and so must he—
My Future Self—Unless I save him.

* * * *

Tonight, not one alone am I, but three—
The Lad I was, the Man I am, and he
Who is my Future Self—nay, more
I am His Savior—that thought makes me
four!

—*Harrison R. Merrill.*

I live for those who love me,
Whose hearts are kind and true;
For the heaven that smiles above me,
And awaits my spirit too;
For all human ties that bind me
For the task by God assigned me
For the hopes not left behind me
And the Good that I can do.

I live to learn their story
Who've suffered for my sake;
To emulate their glory,
And follow in their wake;
Bards, patriots, martyrs, sages,
The noble of all ages,
Whose deeds crown history's pages
And times' great volumes make.

* * * *

I live for those who love me,
For those who know me true;
For the heaven that smiles above me,
And awaits my spirit too;
For the cause that lacks assistance
For the wrong that needs resistance
For the future in the distance
And the good that I can do.

—*Author Unknown.*

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FROM THE DESK OF THE GENERAL SUPERINTENDENCY

HE IS RISEN!

Paul knew how central in the Christian scheme of life is the fact of the Resurrection. For he says (I Cor. 15:19-21): "If in this life only we have hope in Christ, we are of all men most miserable." That is, we are "most miserable" if this hope is without foundation in reality.

No doctrine of the Faith has been so much emphasized as this. It was the one thing stressed by the ancient apostles. Around this idea the whole scheme of life was built. We live not for this life alone, but for the next life as well. Or, rather, on this assumption our present life goes on unbrokenly, only under more favorable conditions there than here.

To have been nurtured all our lives in a hope that will not be realized—that is "the most unkindest cut of all." Under such conditions it were far better to be Tantalus than Jesus.

But Paul knew that Christ had risen from

the dead. He could not but have known of Jesus in his life time—that he taught a new faith, that he had been crucified. And now, on the road to Damascus he came to know, also, that he had triumphed over the grave.

Joseph Smith, too, knew that Jesus was risen. For he saw him in this dispensation, not once only, like Paul, but three times. The Prophet beheld him in the woods on his father's farm, once in the humble cottage of John Johnson, in Hiram, Ohio, and once in the Kirtland Temple.

And then there are those incomparable scenes on the American continent, among the ancient Nephites, when he ministered to the people here.

If, therefore, any Christian idea has been attested by a cloud of witnesses, it is the idea that Christ arose from the dead.

"But now is Christ risen from the dead, and became the first fruits of them that slept. For as in Adam all die, even so in Christ shall all be made alive."

ON BEING SUNDAY SCHOOL MINDED

By Thomas L. Martin,
Of The General Sunday School Board

II

I read a story in my early days which had to do with the sufferings of the Hebrews while they were in bondage to the Egyptians. The way these people had to endure the hardships imposed upon them was such as to make one feel that they were receiving

very unjust treatment. They had to work from daylight to dark, seven days a week, and 365 days a year.

When Moses led them out of the wilderness, it was a great day for them. In just a little while they arrived at Mount Sinai and instructions were given almost immediately on how they should live to gain joy in life. These instructions are found in the Ten Commandments. The fourth commandment was particularly noteworthy. Its first sentence was, "Remember the Sabbath day to keep it holy." This commandment was an unusual idea, and so far as we know, one

that had never been thought of before up to this time. Never before had one thought that one day in seven should be given over to rest and spiritual contemplation. What a joy it must have been to those fine Hebrews to take that one day off from their labors and give thanks unto the Lord. They became Sabbath day minded, and from that day on they grew in their understanding and appreciation of their God.

It is a great thing to be Sabbath day minded. As one contemplates the blessings of the Lord and studies the desires of the Lord, one receives much comfort. It is very relaxing in its effects. One becomes aware of what God has revealed to men in these last days which is for man's guidance in this complex and challenging world. To study what has been done is to understand the Gospel of Jesus Christ. This Church has established a specific organization for this purpose. It is the Sunday School. The Latter-day Saint Sunday School organization has been charged with the responsibility for teaching the Gospel to the whole Church membership. To take advantage of this is to become Sunday School minded. A person who is such will attend Sunday School and will have the opportunity to give part of his time to quiet study.

It is a wonderful sight every Sunday morning to see the fathers and the mothers and the children go to the religious center and there, with others of like Sunday School mindedness, receive the spiritual stimulation which comes from Gospel study. The children who will become the citizens of tomorrow receive the training so essential to them. They enjoy it so much more because their parents are with them in this training. This satisfying spirit they receive in Sunday School carries over into the home and directly contributes to a pleasing home life. Sunday School mindedness is one of the essential attitudes for the best kind of Latter-day Saint living.

THAT WHICH PROFITS

Every experiment, by multitudes or by individuals, that has a sensual and selfish aim, will fail. . . . As long as civilization is essentially one of property, of fences, of exclusiveness it will be masked by delusions. Our riches will leave us sick; there will be bitterness in our laughter. Only that good profits, which we can taste with all doors open and which serves all men.—*Ralph Waldo Emerson*—In "Napoleon."



GLENWOOD WARD

In this picture are represented Elwin Beaves' class—one hundred percent. It is in the Glenwood Ward Sunday School, in Alberta, Canada. The class is reported as "very active" in its participation, with "excellent class spirit."



Above is a snapshot of the Church History Class of Raymond, Idaho, in the Montpelier Stake. Each member made a scrap book and completed the course. They had to travel three to five miles. One had an attendance record of 100% and the other five missed only once in 1938. They are, left to right, Sherwood Saxton (100%), Dennis Eschler, Douglas Evans, Dorcus Cozzens, Dorothy Hart, Darrell Bagley, and the teacher, Sister Viola Eschler.

"Go often to the home of thy friend, for weeds soon choke up the unused path."

TWELVE WAYS TO KILL AN ORGANIZATION

1. Don't go to any of the meetings.
2. But if you do, go late.
3. If the weather doesn't suit you, don't think of going.
4. If you do attend, find fault with the work of the officers and members.
5. Never accept an office. It is much easier to criticise than to do things.
6. Get sore if you are not appointed on a committee. Should you be appointed, don't attend any of the committee meetings.
7. If asked to give your opinion on some matter, tell the chairman you have nothing

to say. After the meeting tell everyone how it should be done.

8. Do nothing more than is absolutely necessary. When others roll up their sleeves and willingly and unselfishly use their ability to help matters along, howl that the organization is run by a clique.

9. Hold back your dues as long as possible or don't pay them at all.

10. Make no effort to get new members.

11. Don't be sociable, either within or outside of the association.

12. If you should get a good idea, smother it at once.

—From *Cumora's Southern Messenger*.

PRELUDE

WILLY RESKE

Andante religioso

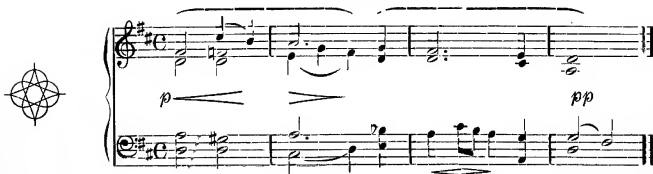


SACRAMENT GEM FOR JUNE, 1939

(Deseret Sunday School Songs, No. 281, Third Stanza)

Help us, O God, to realize
The great atoning sacrifice;
The gift of Thy beloved Son,
The Prince of Life, the Holy One.

POSTLUDE





SECRETARIES



Albert Hamer Reiser, General Secretary

FILES AND FILING

One of the most useful and most highly appreciated services a secretary can render is that of preserving useful data, programs, forms, correspondence, reports, and other memoranda by careful filing. A serviceable filing system saves a vast amount of time and effort, and thereby promotes general efficiency.

A part of the standard equipment of the secretary should be a good file. The quantity of material to be preserved will determine the size of the file. Sizes may range from a common box file to a cabinet of one or more filing drawers.

The Sunday School secretary's file might be divided into a file for reports, sub-divided by months; one for departments of the Sunday School, another for correspondence and instructions from the stake board, and a miscellaneous classification for memoranda and material for prayer meetings, superintendents' council meetings, union meetings, monthly business meetings, conferences and Sunday School. A topical file will often prove useful.

The individual secretary's experience will suggest how detailed and numerous the classifications should be. A sensible principle is to make your filing system serve your practical needs. It is easy for people of highly analytical and systematic turn of mind to set up comprehensive, logical filing systems.

However, if these are theoretically thorough, but practically unnecessary, little is gained.

It is better if the system is a simple, serviceable one. It ought, by all means, to save time and effort by saving useful data and material and making it readily accessible when desired. In some filing systems, material is as good as lost, because it cannot be found without a thorough general search.

To avoid this, the classifications should be as few as possible, simple, understandable and applicable to the standard, well-known classifications, peculiar to the organization. Furthermore, it must be systematically used. The best filing system abused or misused is valueless.

The secretary ought to supplement and complete his filing system by forming the habit of consistent note taking. Some secretaries keep, in addition to a diary note pad, a note book, diary or log in which memorandum of every appointment assignment, decision, program, message and the like is written for the benefit of the superintendency and others. Such a memorandum book proves invaluable as a guide for follow up action.

These devices well used, increase the secretary's efficiency and usefulness many fold. They promote executive effectiveness to a remarkable degree. The secretary whose files and memoranda make him the "staff rememberer" is worth his weight in gold.



LIBRARIES



General Board Committee: Albert Hamer Reiser, Chairman; T. Albert Hooper, Wendell J. Ashton

LIBRARIANS AND THE JULY UNION MEETING

The May issue of *The Instructor*, Union Meeting department, will outline the July Union Meeting subject "Sources of Material." The purpose of this Union Meeting program will be to acquaint teachers, who must face each week the necessity for using every fruitful source of information and

material on Sunday School lesson preparation, with the means, methods and sources in the community for enriching his preparation with appropriate and adequate materials.

Obviously this Union Meeting program will feature the services and resources of the Librarians' Department. If a Sunday School does not now have a librarian, one ought to be appointed at once.

At the time the appointment is made the

librarian should be carefully and fully instructed as to what his duties are. He should be instructed to master completely everything in the January, 1939, edition of the Handbook beginning on page 137 and ending on page 162. He should also read everything appearing in the Librarians' Department of *The Instructor* for the last two years.

All librarians should begin at once to make up a record of the library resources of the community helpful and available to Sunday School teachers. This should be an inventory of known private as well as public sources.

A librarian's duty to an individual teacher may be reduced to a minimum by the fact that the individual may have adequate private library resources. But this does not relieve the librarian of responsibility to other teachers not so well favored.

The economical thing to do is to assemble library resources for the Sunday School which all teachers might use. The Handbook in the pages given above, and *The Instructor* of many past issues suggest how

to assemble these resources and what resources are minimum essentials for each department.

The July Union Meeting should find the Librarian's department of every Sunday School ready to serve every need adequately. Sunday School teaching will never be better than the preparation of teachers. Preparation is always impaired by lack of enrichment and illustrative materials. Teachers without equipment and with meager source materials labor under a disheartening handicap. Teachers who can obtain useful equipment and liberal supplies of good illustrations and other source materials can arrange for, prepare and promote effective pupil preparation and participation and can really do a worthy job of teaching.

Here is the librarian's chance to demonstrate his relation to effective teaching. Here is your warning to be ready for this big chance. It is April now. Go to work with a will and let July find you thoroughly prepared.



ONE HUNDRED PERCENT ATTENDANCE RECORD, 1938,
LAKE SHORE WARD SUNDAY SCHOOL, PALMYRA STAKE

Left to right, top row: Bishop W. J. Francis, Isabell Youd, Jane Clayson, Ann Huff (Teacher), Donna Argyle, Mark Hall (Superintendent). Center row: Bernell Aitken, Howard Huff, Debby Argyle, Doris Francis, Ruth Bellows, John Measom. Front row: Leon Youd, John Youd, Mattie Bellows, Arline Aitken, Fred Huff. Donna Aitken not present. Two pupils, Donna Argyle and Jane Clayson have perfect records for six years; the Superintendent absent only once in three years, and that was to attend his mother's funeral.

UNION MEETINGS



General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice Chairman; Frank K. Seegmiller, Albert Hamer Reiser, M. Lynn Bennion and Earl J. Glade

JUNE UNION MEETING

REVIEW OF PREPARATION OF A LESSON

In the May Union meeting, the film, "A Teacher Preparing His Lesson" was used. In the June meeting, how to prepare a lesson should be presented and illustrated in detail during the opening exercises. In the departmental sessions, the departmental supervisor and each teacher should bring a logical outline and a teaching outline of one or more lessons which they have prepared in advance. These should then be used in the preparation of a cooperative outline.

In the preparation of the cooperative outline from these various individual outlines, there should be a discussion of the principles involved. The various members of the department will in all probability have chosen more than one objective. How was the choice of each of these objectives arrived at? Why are they equally good or, what is more likely, according to what principles or standards is one of them better than the others? In the making of the logical outline after the objective has been chosen, how does the objective determine the choice of the material? What determines the selection of headings and subheadings? Why arrange these main groups in a given order? What principles are concerned in each case or are there no principles involved? In preparing the teaching outline, why does the proposed order of presentation differ from the logical order or, if it does not differ, why?

In getting the facts before the class, what provision for student activity may be made? In making the individual assignments, what individual differences in members of the class may be provided for? Are all assignments equally difficult? Why not? Is the teacher's knowledge of the members of the class sufficiently extensive and accurate to make these assignments in such manner as to avoid poor performance or refusals? What means have been employed to study

the class?

After the facts are presented to the class, how may pivotal questions, to be used to guide the general discussion, be chosen? How do the questions chosen meet the standards of a good question?

If, during the presentation of the lesson, the teacher is to remain more or less in the background, how may he nevertheless guide the discussion, budget the time, and see that the lesson comes to a conclusion and that the objective he has chosen is demonstrated?

Shall provision be made at the end of the lesson for the presentation of a summary? By whom shall this be made? What provision is made for the theoretical application of the truth contained in the objective to some present day life situation which does or will confront the student?

How is the assignment to be made? According to what principles? How does it conform to these principles and meet the tests of a good assignment?

In preparation for the Union meeting, the Board should hold two or more, preferably, four meetings. In one of these, the one who is to give the talk in the opening session of the Union meeting should present his treatment and demonstration of how to prepare for effective classroom work to the Board. Constructive criticisms should then be offered and the presentation should be revised before it is given in Union meeting.

Each department supervisor should in turn present the application of teaching principles to the preparation of a particular lesson in his department together with his proposed method of presentation, provision for individual activity, and the assignment that is to be used in Union meeting. He should also indicate what use is going to be made of mimeographed or other material in the department to secure lesson enrichment. After constructive criticism, he should revise his plan.

Such careful preparation will assure a worthwhile Union meeting where all may contribute and all may receive.

Probably the biggest difficulty with mankind at the present time is that our knowledge has increased so much faster than our wisdom.—Dean Frank C. Whitmore, Pennsylvania State College,

CHORISTERS ORGANISTS

General Board Committee: Tracy Y. Cannon, Chairman; P. Melvin Petersen, Vice-Chairman;
George H. Durham, Gerrit de Jong and Wallace F. Bennett

PREPARING FOR THE SACRAMENT

For June Union Meeting

When permission was given to the early Sunday Schools to administer the sacrament, it lifted the Sunday School service up to the realm of worship, and they have become, for the children of the Church, the most important worshipping assembly. Only when we realize this, and keep our services worthy of the sacrament, can we justify this privilege, enjoyed by no other auxiliary.

While the sacrament, itself, is administered by the Priesthood, we Sunday School musicians have much of the responsibility for creating, through our music, an atmosphere of reverence and worship in which each one who partakes of it can find communion with Christ. While we do not weave our music into an elaborate ritual, as do the Catholics in their mass, still our own custom has made music almost as much a part of the ordinance as the prayers, themselves. We always join in an appropriate song before the sacrament is administered, and while it is being passed, soft, reverent music forms a background for our thoughts of Christ and His mission.

In order that we may more freely understand the meaning of the sacrament, and more fully sense the seriousness of our responsibility for creating a true atmosphere of worship during its administration, we shall pause in our study of musical worship to review and refresh our appreciation of this most holy ordinance, by a lesson on the sacrament. Every time we partake of the sacrament, we become witnesses for God of our understanding and acceptance of the whole plan of salvation, of which this ordinance is a constantly repeated reminder.

Suggested Outline:

1. Describe the Council in Heaven and

explain its purpose. (See *Pearl of Great Price*, Abraham 3:26-29, Moses 4:1-4.)

2. Review briefly the Creation and the Fall.

3. Explain why the law of sacrifice was given to Adam, and why the Passover was a symbol of the great sacrifice to come.

4. Explain the doctrine of the Atonement as the fulfillment of The Plan made in the Council of Heaven, and tell why it was necessary that Christ should die to redeem mankind.

5. Tell the story of the Last Supper.

6. Tell how Christ instituted the Sacrament among the Nephites. (See 3rd Nephi 18:1-12.)

7. Read aloud Moroni, Chapters 4 and 5, and analyze briefly in class the promises we make when we partake of the Sacrament.

The objective of our lesson should be the development of an appreciation of the sacredness and significance of the Sacrament, which will guide us in our selection of music worthy to have a part in the administration of this ordinance through which we seek communion with God.

Project For June:

Hear reports of improvement in opening exercises (assigned in May).

Assignment For July:

Much of the great religious music of the world has been written by the great masters. Arrange to have several of the more familiar pieces of such music played in class in July.

Song Study:

Songs to be studied in the April Union Meeting and presented in the Sunday Schools during the month of May:

No. 268, "Jesus, I My Cross Have Taken."

No. 68, "Merry, Merry Children Sweetly Sing."

Paint consumed annually in the United States would cover a fence 500 feet high entirely encircling the earth; the amount of lipstick used each year by American women would paint 40,000 barns.—*Department of Commerce.*

MOTHER

Dedicated to George D. Pyper, in highest esteem and admiration.

*CHARLES GILMAN MORSE

WILLY RESKE

Andante legato

1. There is no name to me so
2. 'Twas she who taught me how to

p *p* *Legato*

Ped. ★ Ped. ★ Ped. ★ Ped. ★

dear, No name on earth so sweet to hear, No name that
pray, In sickness nursed me night and day, My debt to

mf *mf*

Ped. ★ Ped. ★ Ped. ★ Ped.

fills my life with cheer, Like that dear name of Moth-er....
her I ne'er can pay, That bless-ed Saint, my Moth-er....

p *p*

★ Ped. ★

* Poem taken from "The Instructor" 1930.

p *mf*

No friend on earth could ev - er be So true and faith-ful, kind as
More bright the path to glo-ry gleams, And dear-er to me heav-en

p *mf*

Ped. ★

she, Could love and guard so ten-der - ly,
seems, She's pres-ent in my thoughts and dreams,

Ped. ★

p *mf*

As that dear friend, my Moth-er. Moth - er, Moth - er,
My guardian an - gel Moth-er.

p *Ped.* ★ *Ped.* ★

1 *2* *p* *(z)* *(z)*

Moth - er.... dear. Moth - er dear.

1 *2* *p* *rit.* *8 va. pp*

Ped. ★ *Ped.* ★ *Ped.* ★ *Ped.* ★



THE MISSIONS



General Board Committee: James L. Barker, Chairman; T. Albert Hooper, Charles J. Ross, Junius R. Tribe, Don B. Colton

THE MAGNET OF SONG

We have always maintained that one of the best ways of attracting strangers to the Church is through the Sunday School.

Elder Melvin R. Ballard tells an interesting story to illustrate this fact. It happened when he and Elders Rulon S. Wells and Rey L. Pratt were opening up a mission in South America.

They had tried to interest the adults in the Gospel, but in vain. Then they organized a Sunday School around themselves and a few members of the Church there. Presently a few children, not members, came, attracted by the singing of Sunday School songs and hymns. (Translation of the words had been made by Elder Pratt, who had been president of the Mexican mission.) It was not long before the attendance was large, chiefly of outside children.

Before long the parents of these children appeared at the Sunday School. They wanted to know about the songs which their children were singing around the home.

THE SUNDAY SCHOOL AS A SPRINGBOARD

Word comes from Elder M. Banks Peterson that the Sunday School at Lompac, California, is a nucleus for attracting visitors and prospective members of the Church.

The school has been organized less than four months, and already its benefits are felt in that city. Members of the Church, of course, form the bulk of the school. However, these bring their friends, who are thus exposed to the influence of the Restored Gospel. Special invitations are extended to investigators.

This is undoubtedly a capital way of preaching the Gospel to both members and inquirers.

A COMMENDABLE RECORD

The Sunday School in Flint, Michigan, recently won a contest in attendance, punctuality, two-and-a-half-minute talks, officers and teachers meetings, and "all-round general improvement." Fifty-four schools entered the race.

In this Flint branch of the Church there are 129 persons enrolled in the Sunday School, with a high average attendance. The accompanying photograph shows 93 of these. The superintendency are: Elmer C. Fisher, Kenneth Smith, and Lester Gordon. The mission president is the genial Briant S. Hinckley.

The General Superintendency expresses the hope that the Flint Sunday School will keep up its good record, especially in the last point in the contest.



L. D. S. SUNDAY SCHOOL, FLINT, MICHIGAN, NORTHERN STATES MISSION

GOSPEL DOCTRINE



SECOND YEAR BOOK OF MORMON
For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age,
Not Otherwise Assigned.
General Board Committee: Herbert B. Maw and Gerrit de Jong

LESSONS FOR JUNE, 1939

DIVINE MANIFESTATIONS AMONG THE NEPHITES

Lesson 18. For June 4, 1939

Text:

Helaman 6:9-41 and chapter 7:11; Gospel Doctrine Quarterly.

Objective:

This is my work and my glory, to bring to pass the immortality and eternal life of man.

Outline of Narrative:

- I. Nephites Become Wealthy and Wicked.
 - a. Gadianton robbers become numerous.
 - b. Most of God's commandments broken.
- II. Lamanites Continue In Righteousness.
 - a. Rid themselves of the Gadianton robbers.
 - b. Preached righteousness.
- III. Nephi Converts Many.
 - a. Prayed from a tower in his garden.
 - b. An audience gathers.
 1. He preached to them.
 2. Told of the murder of their chief justice.
 - c. A committee sent to verify Nephi's words.
 - d. Nephi accused of working with accomplice.
 1. He revealed who the murderer was and how a confession might be obtained.
 2. The words of Nephi fulfilled.
 - e. Many believed and were baptized.
 - f. Their repentance was short lived.
- IV. Nephi Continues With His Labors.
 - a. Was unhappy over the wickedness of his people.
 - b. Comforted by the Lord.
 - c. Promised mighty power because of his faith.
 - d. An impending famine foretold.
 - e. Commanded to tell the people of the suffering which awaited them if they did not repent.
 - f. Nephi preached repentance.

V. The Famine.

- a. The earth was cursed because of Nephite wickedness.
 1. Everything was dry.
 2. No grains could be raised.
- b. Thousands perished.
- c. People finally repented and pleaded with Nephi to help them.
- d. Nephi prayed that the famine might end.
- e. The Lord sent rain.
- f. The people rejoiced and glorified God.

VI. A Period of Righteousness Followed, then Wickedness.

- a. The suffering caused by wickedness soon forgotten.
- b. Strife between inhabitants.
- c. Murders and plunder.
- d. Bands of robbers multiplied.
- e. The Nephites again forgot God.

Suggestions on Supplemental Material:

Today's lesson brings us down to about seven years before Christ. In order that the class might see the relationship between Nephite history and world events, it is suggested that a brief review be made of historical events in Asia and Europe during the last half century, B. C.

Suggestions on Gospel Topics:

Instead of spending the time of the class in emphasizing the wickedness of the Nephites during this period, instructors are urged to develop the patience of God with His children. Point out.

I. His parental desire to save His children.

- II. The numerous means He employs to cause them to live lives which will result in their salvation such as:
 - a. Revealing His will through prophets.
 - b. Requiring that written records of His commandments be kept and taught.
 - c. Prospering them when they are righteous.
 - d. Punishing them into a recognition of His commandments.
 - e. Revealing His will through miracles and divine manifestations.

- III. Refresh the memories of class members on the works of God along these lines in our own time.
- IV. Stress the fact that the "eternal life of His children" is the work and glory of God.
- V. Reference material: *Gospel Doctrine*, by Joseph F. Smith, pages 92-106.

FORGET NOT THE LORD

Lesson 19. For June 11, 1939

Text:

Helaman 12; Gospel Doctrine Quarterly.

Objective:

For everyone that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened.

Outline of the Narrative:

- I. Helaman Comments on Human Frailties and God's Goodness.
 - a. When God prospers His people because of their righteousness they turn against Him.
 - 1. Become more interested in earthly things than in the Lord's will.
 - 2. Harden their hearts in iniquity.
 - b. They force the Lord to punish them because of:
 - 1. Their slowness to do good.
 - 2. Their willingness to do iniquity.
 - c. The Almighty is all powerful.
 - 1. He controls the movements of the earth.
 - 2. Has command over nature and wealth.
 - 3. Governs the destinies of man.
 - d. The values of repentance.

Suggestions on Supplemental Material:

I. Have a class member point out the high degree of knowledge of the Nephites in contrast to the understandings of other peoples on astronomy, using as a basis for discussion the following words of Helaman (Helaman 12:15), "for surely it is the earth that moveth and not the sun."

Gospel Topic Suggestions:

- II. Have a student discuss briefly the psychological theory that we do what we apply our minds to.
- III. With the above in mind, point out the values of:
 - a. Daily prayers.
 - b. Meeting together often in God's name.
 - c. Service to the Church.

IV. Impress on the class the thought that wealth, learning, science, business, etc., are not incompatible with religion, but that the wealthy, the learned, the scientific and every one else are liable to lose their faith in religion if they neglect paying attention to religion.

Give examples of scientific, learned, and wealthy people who retained their testimonies and their faith.

V. As a class project, work out ways and means for causing the religiously indifferent members of your own ward, to give more favorable daily attention to religion. What are the needs of the young people in your ward on this matter.

VI. Show that a continuous critical attitude toward the Church and its officials weakens faith and testimony because it keeps the mind of the critic on faith destroying thoughts. In this connection point out the value of loyalty.

SAMUEL, THE LAMANITE MISSIONARY

Lesson 20. For June 18, 1939

Text:

Helaman 13-16; Gospel Topic Quarterly.

Objective:

The Lord is no respecter of persons, for He judges mankind alike.

Outline of Narrative:

- I. Samuel, the Lamanite, in Zarahemla.
 - a. Preached repentance to the Nephites.
 - b. They threw him out.
 - c. Commanded by the Lord to return.
 - d. Taught the Gospel from the walls of the city.
 - 1. Foretold the destruction of the Nephites within 400 years if they refused to repent.
 - 2. Promised they would be spared if they repented.
 - e. Declared that Zarahemla would have been destroyed except for the few righteous inhabitants thereof.
 - f. Predicts the coming of the Savior.
 - 1. To be born within five years.
 - 2. Gave the signs of His birth.
 - 3. Continuous light for 36 hours.
 - 4. New star.
 - g. Foretold His death.
 - 1. Told of signs.
 - 2. Earthquakes and destruction.
 - 3. Thirty-six hours of darkness.

- h. A remnant of the Lamanites to be preserved.
 1. To be driven from place to place.
 2. Would some day return to the Lord.
- II. Effects of Samuel's Efforts.
 - a. Many were converted and baptized by Nephi.
 - b. Others threw stones and shot arrows at Samuel.
 1. He was miraculously preserved.
 2. This converted others.
 - c. Samuel returned to his own people.
- III. Nephi Continues His Ministry.
 - a. Had little success.
 - b. Most of the Nephites were hardened against God.
- IV. Helaman Closes His Record.

Gospel Topic Suggestions:

- I. Using the Lamanite Samuel as an example, point out the high degree of service which can be rendered by the most lowly when he is clothed with the power of God. Give examples of outstanding leaders in history, and of our own Church, who started from lowly stations.
- II. In the light of today's lesson consider the following quotation (Luke 1:52), "He hath put down the mighty from their seats and exalted them of low degree."
- III. Devote a part of the class period in considering the teachings of our Church concerning the Lamanites.
 - a. What does the future hold for them?
 - b. What are our duties concerning them?

- c. What has God spoken on the subject?
- IV. For additional information on this subject see: *Discourses of Brigham Young*, pages 188-190; *Index and Concordance of the Doctrine and Covenants*, under "Lamanites." See also III Nephi 2:14-16.

Nephi Concluded His Record

Lesson 21. For June 25, 1939

Text:

Helaman 13-16 (continued), Gospel Doctrine Quarterly.

Gospel Topic Suggestions:

- A. Point out the tendency of those who do not do their full duty to the Church to justify themselves by thinking that they would have done differently had they lived during some other period of Church history, as did the Nephites during Samuel's time.
- B. Spend a portion of the class period in reviewing events preceding the birth of Jesus. Six hundred years have passed since Lehi left Jerusalem. During that time two mighty nations have grown from two small families. Review (a) Their histories, (b) Their leaders, (c) Their conduct and modes of living, (d) Their understandings of the Gospel.
- C. Provide for a presentation of Church doctrines which were taught to the Nephites by their prophets between the times of Lehi and Samuel.

DO YOU KNOW?—

III

(Find answers in this issue)

15. Where did Joseph Smith obtain the necessary authority to organize the true Church?
16. Who were Peter, James, and John?
17. What inference can safely be drawn from the fact that, in the Gospels, these three

men are so often singled out from the Twelve Apostles?

18. Why was it necessary for the true Priesthood to be restored in this Dispensation?
19. Where and when was the Aaronic Priesthood restored? By whom and to whom?
20. Where, when, by whom, and to whom was the Melchizedek Priesthood restored?
21. What is Priesthood?



Men are free to choose liberty and eternal life, through the great mediation of all men, or to choose captivity and death, according to the captivity and power of the devil.

—Second Nephi, 2:27.

MISSIONARY TRAINING



COURSE D—GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age
General Board Committee: James L. Barker, Chairman; Don B. Colton, William E. Berrett

CONCERT RECITATION FOR JUNE

(Acts 26:28-29)

Then Agrippa said unto Paul, almost thou persuadest me to be a Christian.

And Paul said, I would to God, that not only thou, but also all that hear me this day were both almost, and altogether such as I am, except these bonds.

LIFE'S GREATEST QUESTIONS

Lesson 17. For June 4, 1939

Objective:

To teach that our earth life is given for a "wise and glorious purpose." It is one of the most important periods of eternity. Also to show that free agency is essential to true progress.

Suggestive Teacher's Plan:

The lesson may be presented as follows:

1. Call on at least two of those assigned to discuss the reasons for earth life. Effort should be made to show that this life is not a "vale between two cold and barren peaks of eternity," but a great preparatory school. Wisely we are not permitted to know the past nor all of the future. We would not learn well the present.

2. Let at least two of the next group discuss reasons for the first principles and ordinances of the Gospel. The principles of obedience, humility and appropriateness should be discussed. Baptism represents the death, burial and resurrection of the Savior. Every ordinance has a reason for its existence.

3. Finally, the remaining speakers should show the important place in Gospel philosophy of free agency. Many of our authors discuss this at length. "God will force no man to heaven." We are not robots and could not enjoy salvation if we were.

Questions:

What is the value of knowing the real purpose of our coming to earth?

Show that all of the principles and ordinances of the Gospel have purpose in the school of life.

Can you give reasons why baptism is an ordinance for this earth?

Why is freedom of choice important in the life of man?

Assignment:

1. Get some faithful mother or father to talk to the class on the subject, "Obedience to the Gospel brings the greatest happiness in life."

2. Have a member of the group prepare a talk on, "What activities in life and especially in the Church, bring happiness."

Teacher's Summary:

Obedience to the laws of God is the pathway to greatest happiness. Let us find our life's work and perform it well.

HAPPINESS FOR THE INDIVIDUAL

Lesson 18. For June 11, 1939

Text:

Gospel Restoration Themes, Lesson 18.

Objective:

To teach that Mormonism aims to bring happiness to mankind. "It is concerned with everything that pertains to the welfare of man, whether of earth or heaven, of this or a future life."

Suggestive Teacher's Plan:

The material for the next three lessons will be taken from a pamphlet written by Dr. John A. Widtsoe, entitled, "What Is Mormonism?" Missionaries should make a special effort to get clearly in mind the answers given to this question. It is a question frequently asked all over the world. The work should be done largely by the members.

Let a member of the class conduct the group in a meeting in the following program:

Song:

"O, Say What Is Truth."

Prayer:

Activity:

1. Talk by visitor as previously arranged.
 2. Call upon the member of the group for assigned talk on, "What activities in life and especially in the Church, bring happiness." Define happiness and show that health, mental and spiritual growth are all necessary to it. Happiness is the chief end of life and motives are never far from our ideals of happiness.

3. Have someone discuss the Mormon aphorisms, "A man cannot be saved in ignorance," and "The glory of God is intelligence."

Questions:

Just how does the love of learning bring happiness? In your own personal experience, what activities have brought the most happiness? Give concrete proof that the Latter-day Saints have made effort and sacrifice in the cause of education. Explain how the ideal of eternal progression causes members of the Mormon Church to be active in searching for truth no matter where it may be found.

Assignment:

It is suggested that the three lessons taken from Dr. Widtsoe's pamphlet be presented in much the same way. These lessons should be very thought provoking. Urge each member to study the pamphlet carefully.

1. Have a member of the group prepare a talk on, "Freedom in the Gospel." "Ye shall know the truth and the truth shall make you free."

2. The attitude of the Church with re-

spect to industry, "The idler shall not have place in the Church."

Teacher's Summary:

Let us again repeat and remember Psalms 16:11.

SELF GOVERNMENT AND SELF SUPPORT

Lesson 19. For June 18, 1939

Text:

Gospel Restoration Themes, Lesson 19.

Objective:

To teach that the highest freedom is gained by recognition of law and adaptation to it.

Let the group again resolve itself into a regular missionary meeting with one of its members presiding.

Song:

"Put Your Shoulder To The Wheel."

Prayer:**Talk:**

"Freedom in the Gospel." "Ye shall know the truth and the truth shall make you free."

Every worthy male member may receive the Priesthood. No privileged class. No blessing that all may not receive.

REVIEW

Sunday, June 25, 1939

ANSWERS TO "DO YOU KNOW?"—

III

15. Joseph Smith obtained the necessary authority to organize the True Church from the Ancient Apostles, Peter, James, and John.

16. Peter, James, and John were three of the Twelve Apostles chosen and ordained by our Savior when he was on the earth in the mortal state.

17. From the fact of their being so often singled out, in the Gospels, from the rest of the Apostles, we may safely draw the conclusion that they were the guiding authority in the ancient church after the Ascension of our Lord.

18. It was necessary to restore the Priesthood because it was not then among men,

and had not been for hundreds of years.

19. The Aaronic Priesthood was restored on May 15, 1829, by John the Baptist to Joseph Smith and Oliver Cowdery. The event occurred in Pennsylvania, on the Susquehanna river.

20. We do not know exactly when or where the Melchizedek Priesthood was restored. The date is after that of the restoration of the Aaronic Priesthood; it was restored to Joseph Smith and Oliver Cowdery by the three apostles named above.

21. Priesthood is divine authority given to man by which he receives the right to act for God on the earth.



GOSPEL MESSAGES



COURSE C—PROBLEMS OF LATTER-DAY SAINT YOUTH

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman;
Lynn S. Richards, Earl J. Glade

YOUR ASSOCIATES

Lesson 17. For June 4, 1939

Problem:

How Can I Improve My Circle of Friends?

Text:

Lesson Quarterly, Lesson 16.

References:

Emerson, Essay on Friends; M. Bennion, *Moral Teachings of the New Testament*, Chapter IV; Essays on Friendship (see scrapbooks, etc.).

Objective:

To lead youth to cultivate and to desire the attributes of Latter-day Saints in his friendships.

Methodology:

See the suggestions above. You may desire to use these questions:

*1. Who is a "friend?" (See the dictionary, scrapbooks, Emerson's famous essay, etc.).
*2. Explain, "No man is useless while he has a friend." (Some of the students may have seen Leslie Howard in "The Petrified Forest;" if so, have them explain his sacrifice).

*3. Should we deliberately set out to test our friends? (See the quotation from Broune).

*4. What criteria may we use in selecting friends?

*5. If placed in a bad circle of associates, what should our attitude be? Illustrate.

*6. What is meant by playing to "the ideal gallery?" How can this concept help you?

YOUR PHYSICAL SAFETY

Lesson 18. For June 11, 1939

Problem:

What Is My Responsibility for the Safety of Others?

Text:

Lesson Quarterly, Lesson 17.

Page 164

References:

Write your state automobile association for literature. Collect materials from the local Chamber of Commerce, the service stations, and the tourist bureaus. Visit the public library for aid.

Objective:

To lead youth to assume some responsibility for the safety of themselves and of others.

Methodology:

Most of the material in the Lesson Quarterly should be read aloud as the basis for a socialized discussion. In addition, special reports should be made on topics marked with the double asterisks. (**).

1. Why do we have such high traffic fatalities in America?

*2. What are some sensible traffic rules? (see text)

3. What should be done with the reckless-driver?

*4. What are some sensible vacation safety-tips?

*5. Who is legally entitled to drive a car in your state?

*6. What are the requirements for a driver's license in your state?

*7. What accidents are not accidental? (See enrichment materials below).

8. Is the preservation of human life a religious duty?

Enrichment Materials:

1. *Accidents That Are Not Accidental*. "Calculation of the chance distribution of accidents to automobile drivers, made by the National Safety Council, show that people with four accidents were about fourteen times as numerous as they should have been on pure chance, while people with seven accidents each actually were 9,000 times com-

*Advanced assignments. All may call for previous study and special reports in class, to be followed by informal discussion.

See also the Personal Problem, but do not trespass upon sacred domains.

*An examination of the papers over the last week-end should prepare both teacher and students to treat this as a religious topic. Inasmuch as Memorial Day initiates the summer slaughter, it is believed that the lesson is psychologically placed.

moner than the laws of chance would require.

"These and scores of other instances leave no doubt that there are loose among the American public individuals who are real dangers to themselves and everybody. They are carriers of the 'accident germ.' It is necessary to find these people, and either cure them or keep them away from automobiles or other machinery."—*Science & Invention*, Feb. 27, 1932.

YOUR CITIZENSHIP

Lesson 19. For June 18, 1939

Problem:

How Can I Improve My Citizenship?

Text:

Lesson Quarterly, Lesson 19.

References:

Declaration of Independence; Constitution of the United States; Biographies of Jefferson, Franklin, Washington, the Adamses, Jackson, Lincoln, etc.; Joseph F. Smith, *Gospel Doctrine*, Chapter XXIII; Widtsoe, *Discourses of Brigham Young*, Chapter XXXI.

Objective:

To lead youth to realize the blessings, duties, and responsibilities of citizenship.

Methodology:

A "socialized recitation" is probably best. However, you may have a public official or attorney in your ward, who can give an excellent discussion on this topic. The special reports should not be neglected. These questions are pivotal:

*1. When do you become a citizen of the United States?

*2. What are some of the advantages of American citizenship?

*3. To whom are we obligated for our American citizenship?

*4. Who is the ideal American? (see the quotation).

*5. Special reports on Jefferson, Washington, Franklin, the Adamses, Jackson, Lincoln, etc. (Select the one for which you have an interesting book available to give to the student. Center the ten or fifteen-minute report in the figure as the exemplification of American citizenship. (See our treatment of Anthony W. Ivins).)

*6. What is the Latter-day Saint attitude toward governments? The American government?

*7. Are there any dangerous trends in American government from the viewpoint of a Latter-day Saint?

*8. Should Mormons aspire to public office?

*Advanced assignments—for special report.

Note: Call attention to Unit III which deals with Social Problems from the Mormon viewpoint. On July 2nd, the topic is "Your Country," on July 9th, "Your Country's Constitution," and on July 23, "Your State," preparatory to Pioneer Day which is celebrated wherever there are Mormons.

See the Personal Problems in the Quarterly; but do not press them—let them "sink in."

REVIEW OF UNIT II

(June 25, 1937)

This review may take several forms:

First, an interesting session might be devoted to original "floor talks." The following topics are suggestive:

My Attitude Toward Marriage.

My Ideal Mate.

My Attitude Toward Courtship.

An Ideal Home.

Why Have Children?

Friendship.

Safety—A 20th Century Demand!

Wholesome Amusements.

Our National Heritage.

Second, a clinic on personal problems viewed from a Latter-day Saint viewpoint. Students present hypothetical problems (which may also be their own personal problems) for class discussion. Obviously, this should not be attempted unless the students show considerable interest and pledge themselves to bring problems. Even so, the teacher should have enough problems in mind to occupy the time.

Third, a pencil-and-paper test. Note: this is primarily a teaching device. Students may take the test in class and mark their own papers in terms of the key. The statements are selected to leave *indelible impressions* upon the minds of youth. No students should be overly concerned upon the percentage correct and no marks should be recorded.

A Pencil and Paper Test

A

1. There is no way to tell man's love of God, except by seeing his.....

2. ".....life is the most precious thing in the world."

3. According to Mormonism, marriage is not a.....institution.

4. "To be a successful..... or..... is greater than to be a successful general or statesman."

5. Latter-day Saints marry for.....
and.....
6. Latter-day Saints advocate.....
marriages.
7. The Latter-day Saints advocate a
.....morality standard.
8. Popenoe thinks couples should have
been acquainted at least.....months
before an engagement.
9. Popenoe thinks postponement of mar-
riage until after.....both a personal
and a national calamity.
10. One should always talk of love, mar-
riage and parenthood in.....terms.
11. President Smith said, "There is no ty-
rant more merciless or more to be dreaded
than an uncontrollable.....or....."
12. President McKay said, ".....
will kill spirituality more quickly than any-
thing in the world."
13. President McKay maintains that the
man who leads a double life is either a.....
or the.....
14. Popenoe believes an engagement should
not last longer than a.....
15. "There is no substitute for.....,
the basic social institution.
16. A woman's greatest career is.....
17. Having.....is the greatest
contribution that can be made to the future
of the human race.
18. Great men never belittle their.....
19. Intimate association with friends in-
creases.....
20. The greatest waste in American life is
caused by.....
21. The curse of our day is.....
amusements.
22.forms of amusement are not
the best.
23. We should be less concerned with
amusement and more concerned with.....
24. All persons born in the United States
are.....
25. Poor citizenship is "the saddest sort
of....."
- (1); (2); (3);
(4); and, (5)
3. List three rules governing the ideal
courtship: (1); (2);
and (3)
4. List three common causes for divorce:
(1); (2);
and, (3)
5. List five of the benefits to parents from
having children: (1); (2);
.....; (3); (4);
.....; and, (5)
6. List attributes of a desirable L. D. S.
friend:

Key to the Pencil-and-Paper Test (see Les-
son Quarterly):

A

1. love of mankind.
2. family life.
3. man-made.
4. (1) mother or (2) father.
5. time and eternity.
6. temple (or church).
7. single.
8. six.
9. twenty-five.
10. reverent.
11. (1) appetite or (2) passion.
12. licentiousness.
13. (1) neurotic freak, (2) prince of fools.
14. year.
15. home.
16. motherhood.
17. children.
18. ancestry.
19. similarity.
20. accidents.
21. commercialized.
22. passive.
23. recreation.
24. citizens.
25. treason.

B

A Pencil-and-Paper Test. *Fill in the blanks.*

1. List five reasons for early marriages:
(1); (2); (3);
(4); and, (5)
2. List five qualities of an ideal mate:

1. See 12 listed in Lesson 11.
2. See list in Lesson 12.
3. See list in Lesson 13.
4. See list in Lesson 14.
5. See list in Lesson 15.
6. See list in Lesson 16.

THE LAP OF FORTUNE

To be thrown upon one's own resources is to be cast into the very lap of fortune; for our faculties then undergo a development and display an energy of which they were previously unsusceptible.—*Franklin.*

NEW TESTAMENT



Course B—For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age
General Board Committee: M. Lynn Bennion, Chairman; Llewelyn McKay, Vice Chairman;
Thomas L. Martin and Wendell J. Ashton

CONCERT RECITATION (Fourth Article of Faith)

"We believe that the first principles and ordinances of the Gospel are: first, faith in the Lord Jesus Christ; second, repentance; third, baptism by immersion for the remission of sins; fourth, the laying on of hands for the gift of the Holy Ghost."

SUGGESTIONS FOR TWO-AND-ONE- HALF-MINUTE TALKS

1. The Parable of the Barren Fig Tree. (Show that the lesson Jesus taught is as applicable to us as it was to His first followers. We, too, have witnessed many miraculous things, and our own grandparents or great-grandparents lived at the very time when the Gospel was restored to the earth. Many of them took part in the great drama of establishing our Church in the Rocky Mountains. Now, if we do not bring forth a bounteous yield of good works because of all these advantages, then the Lord of the Vineyard will certainly condemn us.)

2. Who Is In Need of Repentance? (When we make mistakes, we have to correct them. When we take the wrong road, we have to go back and start over. Whenever we do anything that is wrong, we must acknowledge the error, the wickedness, or whatever it may be, and return to the right path; otherwise, we cannot reach the goal we have set out to win. Since we all do things that are not right, each one of us needs to repent.)

3. What Is the Holy Ghost? (Our first Article of Faith says that we believe in the Holy Ghost. When we are baptized into the Church, the Elders lay their hands upon us and say: "Receive ye the Holy Ghost." Just who this third member of the Godhead is, we cannot say. This much we do know, however: Jesus promised that the Comforter would come, after His ascension into heaven. This is the spirit that can enter into our hearts, and testify that Jesus is really our Redeemer.)

4. How Can We Keep the Holy Ghost

With Us? (The Lord has said that He cannot dwell in unclean tabernacles, meaning that the Holy Ghost, which is given us when we enter the Church, will remain with us as long as we provide a suitable place for it. However, if we persist in doing wrong, and refuse or neglect to repent, then the Holy Spirit will no longer remain with us.)

Special Note to Teachers:

If you were to discover a method by which you could make your teaching more effective; and if you could also discover a ready source book of information dealing with the lessons that are outlined for this year, undoubtedly you would seize eagerly upon these two advantages. You would lose no opportunity to use them, and you would pass the word along to other teachers.

The "directed-study" method of teaching will give you those two advantages! It will provide, for *every student*, at least a minimum of preparation on which the teacher can build his lesson.

Briefly, this is the procedure: Keep the Quarterlies in the classroom. They will be lost or forgotten if the pupils carry them to their homes. At the beginning of the class period, conduct a short review of the preceding lesson. Then have the Quarterlies distributed. Hand to each student a slip of paper on which a definite question is asked; or write a few questions on the blackboard. The questions are an important part of the procedure, as they give purpose to pupils in their study. Allow eight to ten minutes for the reading, and then ask for the answers to the questions. Do not wait for the slowest readers to finish, or the others will grow restless.

When the Quarterlies have been read and the questions answered, then the teacher can devote the rest of the time to achieving the objective by enriching the lesson with incidents, pictures, classroom talks by the pupils, etc.

This method has worked remarkably well in all classes that have followed it long enough for the teacher and pupils to become accustomed to it. It insures a fair degree of preparation on the part of *all* the pupils, every time. Can you get, *regularly*,

even a ten-per-cent preparation by the so-called "home-study" method?

THE NECESSITY OF REPENTANCE

Lesson 17. For June 4, 1939

Objective:

To show that repentance is essential to right living.

Text:

The *Quarterly*, Lesson 17; Talmage, *Jesus the Christ*, pages 441-442; Dummelow, *One Volume Bible Commentary*, pages 755-756; Tanner, *New Testament Studies*, pages 350-351 (Sec. 152).

Suggested Outline:

- I. Why Is Repentance a Fundamental Principle of Life?
 - a. What is repentance?
 - b. Does it apply to religious activity only?
 - c. Is it possible for one to progress without observing the principle of repentance?
- II. How Can One Develop the Ability to Repent?
 - a. What are two of the chief bars to repentance?
 - b. What is the first requisite of true repentance?
 - c. What is the second?
 - d. What can one do every day to develop the ability to repent?

Supplementary Material:

1. Hawthorne's *The Scarlet Letter*, is an excellent source of material on this subject. The minister, Arthur Dimmesdale, did not truly repent of his sin. To do so would have involved a confession, because without it he could not even begin to right the wrong that had been done. Therefore every moment of his life was a living lie. The realization of this fact was his punishment, his bar to happiness and progress.

2. Lucifer, because of his great pride, rebelled against God. After his expulsion from heaven he was unable again, because of his pride, to repent and thus take the necessary step that would finally lead to reconciliation. It is so with every sinner. He cannot even begin his return to the true course until he repents and thereby forsakes the wrong path.

3. When John the Baptist and, later, Jesus came preaching repentance, many of the Jews were unable even to understand their need for repentance. They claimed Abraham as their father, and contended that because they were the chosen people, their salvation

was already assured. Both John and Jesus reproved the Jews most vigorously for that attitude.

There are some people among us today who are thus burdened with the feeling that they, too, are especially favored, and that whatever they do must be right. It is a dangerous attitude! Kipling, in his "Recessional," says:

"The tumult and the shouting dies,
The captains and the kings depart;
Still stands Thine ancient sacrifice,
An humble and a contrite heart."

At a very serious council meeting, in the early days of our Church, the brethren who were assembled together felt impressed to repent of their sins and weaknesses, and to ask mutual forgiveness. Each one in turn volunteered, until finally only one man was left. The one in charge waited a moment, and then he said:

"How about you, Brother?
Would you like to repent of your sins?"

"O, no!" was the self-satisfied reply. "I am all right!"

4. It is pathetic when a small child, from a wrong notion of self-respect, stubbornly refuses to acknowledge being in the wrong, even when the fact is established beyond the possibility of doubt. An older child, or worse still—a grown man or woman who exhibits this trait, really arouses more contempt than pity.

Such a person should daily practice acknowledging his errors and repenting of his faults until he develops the "humble and contrite heart."

Activity Projects:

1. These topics may be used, at the teacher's discretion, for classroom talks:
 - a. The Repentance of Paul.
 - b. Turning Over a New Leaf.
 - c. Repentance, the Way to Achievement (spiritual or temporal).
 - d. The Necessity For Repentance (in the home, the community, the Church, or the Kingdom of God).
2. Perhaps you have in your class two or three boys who are "handy with tools." If so, a worthy activity would be to make a small cabinet in which the *Quarterlies* can be kept, right in the classroom.
3. If the foregoing project seems impractical, organize a committee to raise sufficient funds to buy a small cabinet—preferably one with a lock.
4. Elect a librarian who will see to the distribution and collection of the *Quarterlies*.

BAPTISM BY IMMERSION

Lesson 18. For June 11, 1939

Objective:

To show that baptism by immersion is necessary to salvation.

Text:

The Quarterly, Lesson 18; Talmage, *Jesus the Christ*, pages 122, 125-126, 725-726; *Articles of Faith*, pages 122-144; Tanner, *New Testament Studies*, pages 95-96.

Suggested Outline:

- I. Did Christ Himself Teach That Baptism Is Essential To Salvation?
 - a. What did He say to John the Baptist when the latter protested that Jesus need not be baptized?
 - b. According to Jesus' declaration to Nicodemus, how may we enter the Kingdom of God? Is there any other way?
 - c. What additional evidence is there in the New Testament that Jesus considered baptism essential?
- II. What Does Baptism Mean To Us?
 - a. What are the purposes of baptism in our Church?
 - b. Who may be baptized?
 - c. What additional responsibility rests upon us after we are baptized?

Suggestions For Teaching:

Use the directed-study method. (See Wahlquist, *Teaching As the Direction of Activities*, page 49.) It will be a great help if a large percentage of pupils will bring copies of the New Testament. These can be passed about and used for looking up the references given in the Quarterly. Pupils should become so familiar with the New Testament that they can look up references quickly and accurately.

Supplementary Material:

1. There was once a Syrian captain named Naaman who became afflicted with the loathsome and infectious disease of leprosy. At the suggestion of a twelve-year-old girl who had been captured from the Israelites, Naaman sought out the Prophet Elisha in the land of Israel, that the disease might be healed. Elisha did not even come forth to see Naaman, but sent a messenger to him with this word: "Go and wash in Jordan seven times, and thy flesh shall come again to thee and thou shalt be clean."

Then Naaman became angry, because he did not understand the principle of obedi-

ence. Why should he wash in Jordan? Were not the rivers of Damascus better than the Jordan?

But his servant prevailed upon him, saying, "If the prophet had bid thee do some great thing, wouldest thou not have done it? How much rather, then, when he saith to thee, Wash, and be clean."

Here was sound reasoning, and Naaman listened. He went down to the Jordan and dipped himself seven times; and he came forth with his flesh as clean as that of a little child, and was healed.

What was it that healed Naaman? Was it the water of Jordan, with curative powers greater than those of the rivers of Damascus? Certainly not. Naaman bowed his haughty and powerful will in obedience to the servant of God. He humbled himself. He learned the lesson of obedience, which is better than sacrifice.

2. A young man in a chemical laboratory attempted one day, by a process of electroplating, to put a new covering of yellow gold over his watch case. He prepared very carefully the solution of gold-leaf in aqua regia; he obtained a well-charged electric battery; he made all the connections close and secure; and he cleaned carefully the old watch, so that the new gold would be deposited upon it evenly and smoothly. Then in the evening, when everything was in readiness, he suspended the case properly in the gold solution, closed the circuit, and went home, hoping to find his watch case in the morning with a beautiful new coating of yellow gold.

But when he entered the laboratory the next morning and went to examine his electroplating, he found to his horror that his watch case was as black as coal.

What had happened? Everything was as he had left it the evening before. So far as he could tell there was no reason why his experiment should not have been successful. Then he turned to his books again. After patient searching in the volumes on his desk, he arose a wiser and more careful man. He had overlooked one requirement of the law. In the process of electroplating, he remembered now, the gold is deposited in its usual yellow form only when the gold solution is warm. When the electric current is passed through a cold solution, the gold is deposited in an unusual, black form. The young chemist had learned the necessity of obeying every requirement—not just a few of them.

Activity Projects:

1. These topics are suggested for class-

room talks:

- a. "It becometh us to fulfill all righteousness."
 - b. Baptism, a Rebirth.
 - c. Added Responsibility.
 - d. Baptism by Immersion, the Accepted Way.
2. Have pupils tell what may happen when instructions or laws are not followed:
 - a. In the chemical laboratory.
 - b. In electrical work.
 - c. In finding any given destination.
 - d. In working problems of mathematics.

THE GIFT OF THE HOLY GHOST

Lesson 19. For June 18, 1939

Objective:

To show that the laying on of hands for the gift of the Holy Ghost is necessary to salvation.

Text:

The *Quarterly*, Lesson 19; Talmage, *Jesus the Christ*, pages 603-607, 158-160; *Articles of Faith*, Lecture VIII, including the Notes.

Suggested Outline:

- I. Did Jesus Himself Teach That It Is Necessary For Us To Receive the Gift of the Holy Ghost?
 - a. How did He explain His statement to Nicodemus?
 - b. What was the difference in purpose between the baptism performed by the disciples of John and that performed by the disciples of Jesus?
 - c. Did Paul and the other apostles consider baptism alone to be sufficient for membership in Christ's Church?
 - d. What was to be the work of the Comforter whom Jesus promised His disciples?
- II. How Is the Gift of the Holy Ghost Conferred?
 - a. How did the apostles receive this gift?
 - b. Did all of Jesus' disciples have the authority to confer the gift of the Holy Ghost?
 - c. From whom do the Priesthood of our Church receive the authority to confer the gift of the Holy Ghost?

Suggestions For Teaching:

Use the directed-study method. Before beginning the study period it would be well to review, very briefly, the preceding lesson, and to conduct a concert recitation of the fourth Article of Faith. After the study period, ask questions that will definitely draw

out answers emphasizing the importance of this ordinance in the former Church of Christ. Ask some member of the Aaronic Priesthood to tell the class how the Priesthood of the present Church received the gift of the Holy Ghost and the authority to confer it on others.

Supplementary Material:

1. The wisest of men see but imperfectly the way that they should go. Paul said (I Corinthians 2:19): "For the wisdom of this world is foolishness with God. For it is written, 'He taketh the wise in their own craftiness.'" How, then, shall we know the right from the wrong? How shall we know which way to turn when men say, "Lo, here," and "Lo, there is Christ?" Or how shall we know of a surety that there is a Christ?

Jesus has told us how we can know, and if we have been baptized and have had hands laid upon our heads by those holding the proper authority to confer the gift of the Holy Ghost, then we have the means for knowing these things. However, the Holy Ghost can dwell within us only to the extent that we live worthily and have faith in Him. Therefore, some people enjoy this great gift more than others do; and a person may enjoy the gift in large measure at one time and very little at another.

But the way is clear: through repentance, through right living, and through the exercise of faith, we can enjoy all the knowledge and understanding that comes with the gift of the Holy Ghost.

2. Many returned missionaries tell of remarkable experiences in which the Holy Ghost has helped them in their labors. Some have mastered foreign languages miraculously. Others, on important occasions, have delivered whole sermons that seemed to come from a mind other than their own. Missionaries, pioneers, and some of the Saints living in our wards at the present time have been warned as sharply as though someone spoke to them, and have thus avoided injury or death.

Some years ago a storekeeper in an outlying town in Utah had to leave home and go to Salt Lake City on a business trip. After two or three days, he had attended to most of his transactions, but needed to spend one more day before returning home.

During the night, however, he saw very clearly his eldest son, a boy of about three years, reaching for some poisoned flour. The man did not know what to do, for a little while; but the more he thought about what he had seen, the more convinced he was that the Lord wanted him to return home.

Though it was long past midnight, he telephoned to his brother, giving him directions for concluding the business matters. Then the storekeeper walked to the depot, several miles from where he was staying, and caught an early morning train that took him to a lonely side track, eighteen miles from the little town.

He walked as fast as he could, across a desert valley, over a low range of hills, and finally reached his store. The clerk looked up in surprise, for she had not expected him to return for another day or two.

"Is everybody well?" asked the man.

"Yes, everything is all right," the girl assured him.

"Where is my boy?" he asked.

"He was here a moment ago," the girl answered. "I think he is in the back of the store."

The man walked into the back room. A ladder led to a loft above, and the man saw

his son's feet moving away from the opening. Quickly he climbed the ladder, reached out and drew the little boy back from a pan containing flour and strychnine. The boy was in the very act of reaching for a handful of the deadly mixture.

Activity Projects:

1. Topics for brief classroom talks:
 - a. The Gift of the Holy Ghost
(Tell how we may obtain it.)
 - b. Keeping the Gift of the Holy Ghost
(Tell how we should live in order to enjoy the help of the Holy Ghost.)
2. Interview a returned missionary, to find out whether or not he has had any special manifestation of the Holy Ghost.

REVIEW

For June 25, 1939

◆

"Ill fares the land to hastening ills a prey,
Where wealth accumulates and men decay."

Do not spend money for that which is of no worth nor your labor for that which cannot satisfy.—Second Nephi 9:51.

◆

The Re-Creation of Donald Sperry

(Continued from page 145)

live." Tears filled the eyes of the younger man but the bitterness went out of his soul and a deep feeling of peace came over him. The service was ended, and when they reached home Donald said, "Father, I have a little duty I must perform, I shall return presently." He hurried away and once again stood beside his mother's grave. "Mother dear, I understand now why you called, even though you are dead, yet this day have you lived and have called your son back. I know now I shall see you again, I shall remain here, your people shall be my people, I will find my life's work among them, I shall enrich my father's declining years with love and kindly deeds, doing ever the will of him who is truly, the resurrection and the life. Good-night my angel mother."

As Donald Sperry retraced his steps homeward a poem his mother often read to him kept coming into his mind.

There is no death, the winds of yesterday
Have fled to stir the grasses other where;
Nothing shall die, the rose that bloomed last
May

Will wake again next spring as sweet and
subtly fair.

The ripened seed that left its withered pod
But fell to earth to sleep beneath the snows.
It was not dead, nay in the plan of God,
It shall revive again when summer glows.

Nothing shall die, what tho' the darkness falls
Across dear eyes that look their last on light.
Look up, oh heart, to where the splendid halls
Of God's great palace shines beyond the
night.

There is no death, the flowers may droop
and fade,
The ripe seed fall, the wind be hushed to
sleep;
The night will pass, and gloriously arrayed
The day star burn above the eastern steep.

That night as Donald Sperry bade his
father goodnight for the first time in many
months, peace and contentment filled his
soul.

OLD TESTAMENT



Course A—For Deacons and Other Boys and Girls, 14, 15 and 16 Years of Age.
General Board Committee: T. Albert Hooper, Chairman; Junius R. Tribe
and Wallace F. Bennett

CONCERT RECITATION

(Joshua 24:14)

"Now therefore fear the Lord, and
serve Him in sincerity and in truth."

THE JOURNEY IN THE WILDERNESS

Lesson 17. For June 4, 1939

Problem:

In what ways do our conduct with respect to the commandments of God bear on our happiness and success in life?

References:

The Quarterly, Lesson 17, Deuteronomy, Chapter 34; *Through the Bible*, Wilson, Chapter 1, Part Five, page 145, and Chapter 2, Part Four, page 127; *Story of the Bible*, Hurlbut, Story thirty-two, page 165.

Objective:

We should not expect the Lord to bless us when we disobey His laws.

Outline of Material:

- I. The Distance Between Rameses and Jericho.
 - a. Miles covered by short route.
 - b. Miles covered by long route.
 - c. Time covered by each.
- II. Attitude of the Israelites.
 - a. Result of their long stay in Egypt.
 - b. What happened in the wilderness.
- III. Reasons For Longer Journey.
 - a. Disobedience of older generation.
 - b. Obedience of newer generation.
 - c. Needs in the Promised Land.

Methodology:

1. Here is a good opportunity to emphasize the fact that there is a direct relationship between what we do and our success in life so far as the commandments of God are concerned. Make the most of this opportunity.

Perhaps the best method is to ask questions based on the experience of the class. They know the difference between right and wrong, and the difference in results. Explore their minds on the points involved.

Page. 172

2. Make some assignments to individuals. Some of the incidents related in the lesson might be given, but the assignments should have been made one or two weeks previously. Be sure and call on those to whom you have given assignments.

3. The relation between conduct and happiness is largely a matter, not of a special, arbitrary decree of God, but of cause and effect. See that your class gets this point clearly in mind.

Moreover, a commandment of God merely expresses what is eternally true. The experience of mankind, individually and collectively, supports the idea that it is best to adhere to what the Lord tells us to do.

JOSHUA, CONQUERER OF CANAAN

Lesson 18. For June 11, 1939

Problem:

How may we, in the details of our own lives, be "of a good courage" in serving the Lord?

References:

The Quarterly, Lesson 16; Numbers, in the Bible, Chapter 24, and Joshua, Chapters 5:10 and 7:26; *Through the Bible*, Wilson, pages 134-162; Hurlbut, *Story of the Bible*, pages 187-194 and pages 209-215; *Children of the Promise*, Evans, Chapter XX.

Objectives:

Primary—Our greatest success comes through strictly following the Lord's commandments.

Secondary—Israel becomes an independent nation, dwelling in its own land, to which the Messiah was to come.

Methodology:

If you have a wall map of Ancient Palestine, the class will get a good idea of the "inheritance" of the Israelites; if not, sketch one on the blackboard, showing (a) the Jordan River, (b) the relative positions of the prior inhabitants (c) the territory taken by the Hebrews under Joshua.

In the *Bible Unlocked*, by Battenhouse, you will find, opposite page 97, an excellent map of the Palestine of this period, show-

ing the settlement of the various tribes of Israelites. In Chapter VII of this same book the conquest and colonization of Palestine by the Hebrews is treated.

The geographical situation should be made clear at this point, as a preparation for the lessons to come in this course.

Let the class do most of the talking. The proper function of a teacher is to lead, to draw out, or, as the pedagogue says, to educate. "Educate" means "to draw out." This may be done by judicious questioning of the class.

The discussion, of course, should center in the character of Joshua, in whom we have an excellent example of a man. His courage, his bravery, his forthrightness, his steady vision of righteousness, individual and national—all these have a natively strong appeal to youth. But the purpose of studying a great character is to create and foster certain qualities in the pupil. The class should practice on themselves. With the guidance of the teacher they may look at their own qualities in comparison with the character studied, with a view to improvement. Let them point out in their own environment the temptations to deviate from what is right, and the opportunities to practice Joshua's qualities.

Outline of Material:

- I. Introductory.
 - a. Everyone has his work.
 - b. This applies especially to prophets.
- II. Preparation of Joshua.
 - a. Receives a revelation.
 - b. Advised to be courageous.
- III. His preparation of his people.
 - a. Calls the elders together.
 - b. Gives farewell address to people.

GIDEON, LEADER OF THE UNAFRAID

Lesson 19. For June 18, 1939

Problem:

How can persons and nations be sure that they are in a position to receive the approval and the blessings of the Lord?

References:

Judges, Chapters 6 and 7; *Through the Bible*, by Wilson, Part 7, Chapter 2, pages 167-170; *Story of the Bible*, by Hurlbut, Part 2, Story 10, pages 220-227; *Children of the Promise*, by Evans, Chapter XLI.

Objective:

Primary—*Courageously upholding the cause of right is a powerful factor of success in life; or*

Secondary—*However important you may seem to be, you can rise to better things through a courageous attack on life's hard problems.*

Outline Material:

- I. Introductory—Condition of Israel.
- II. The Situation.
 - a. The Midianites in power.
 - b. Their tyranny over Israelites.
- III. An Angel Appears To Gideon.
 - a. Gideon's attitude of mind—work.
 - b. Angel's message.
 - c. What Gideon did afterwards.
- IV. Meeting of the Two Sides.
 - a. Gideon's preparations.
 - b. Reducing the size of the army—why.
 - c. Gideon's visit to the enemy's camp.
 - d. What he hears there.
- V. The Attack by Gideon.
 - a. Division of his troops.
 - b. Confusion of the enemy troops.

Lesson Enrichment:

"The Midianites were a desert-roving people occupying the region east of the Red Sea. They had on previous occasions caused the Hebrews trouble by their marauding and plundering habits. Now, at the season of the grain harvest, they came in large caravans, probably on camels, entered Palestine at the point where the plain of Jezreel merges into the valley of the Jordan, and ravaged the territory of the central tribes. At first the Israelites, lacking leadership, were unable to offer resistance. Then Gideon arose." From *Story of the Bible*, by Hurlbut, pages 106-107.

Emphasis here, of course, should be placed on the character of Gideon and his activities in defending his people. Leaders are necessary. What qualities of character does Gideon show? Let the class decide. One of them may place the names of these qualities on the blackboard.

Why are leaders necessary? "A leader must first learn to obey"—comment on this statement. In what way did Gideon show his willingness to obey? Why do you think he was so skeptical? (The answer to this question is to be found in the contrast between his lowly station in life and the greatness of his task.) Why was it necessary to reduce the size of Gideon's army? From a human point of view, the larger the army the better chances for success. What from God's point of view?

REVIEW

Sunday, June 25, 1939

CHURCH HISTORY



For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; De Lore Nichols, Ruth Wheelon and Gordon B. Hinckley

LESSONS FOR JUNE, 1939

WEEDS IN THE GARDEN

Lesson 19. For June 4, 1939

Objective:

If we will make an effort to obey the Lord's law of health, we will be amply rewarded, as He has promised.

References:

Doctrine and Covenants, Section 89; Gates-Widtsoe, *Brigham Young*, pages 163-164; *Alcohol Talks To Youth*, and *Nicotine On the Air*, published by the Church General Campaign Committee on the Non-Use of Liquor and Tobacco. The first named sells for 10c; the other has been distributed free of charge. If you do not have them, your bishop will have some or will know where they may be obtained.

Note: Surveys have indicated that a large percentage of our boys and girls begin to smoke during the Church History age. Such a condition demands a careful and thorough presentation of this subject.

Suggestions:

Supervised Study:

"What results from obedience to the Lord's law of health?" Such a question on the board will form an appropriate guide to the reading of the lesson.

Activity:

From the pamphlets issued by the Church let members of the class learn of some of the harmful characteristics of alcohol and tobacco and report on them. List them on the board. List the negative and the positive aspects of the Word of Wisdom. Conclude the discussion with an emphasis of the positive. Sing, "In Our Lovely Deseret." If you have someone who can perform some simple experiments illustrating the bad effects of alcohol and tobacco, invite him to do so before the class.

Application:

Let each student resolve to cultivate the strength of faith and character necessary to resist any temptation to smoke or touch alcohol.

COOPERATIVE INDUSTRY

Lesson 20. For June 11, 1939

Objective:

When we all work together, we all benefit.

References:

Gates-Widtsoe, *Brigham Young*, pages 199-223; Evans, *Story of Utah*, pages 247-263; *Short History of the Church*, pages 137-144; Young, *Founding of Utah*, pages 192-203.

Suggestions:

Supervised Study:

Stoves, Leather Goods, Furniture, Cotton Cloth, Woolen Goods, Silk, Butter and Cheese, Paper, Sweets. Words such as these on the board will serve to emphasize in the students' minds the extent of pioneer manufacturers—things produced when the people worked together.

Activity:

Discuss the extent of early day manufacturers, and lead from this into a discussion of cooperation in general. Show how in the Church we all have to cooperate to get along; likewise in the government, and similarly in the home. Only when people work together have they peace and progress. At a later date we will have a lesson dealing with the Church Welfare Program, but since this is in many respects a revival of pioneer cooperative methods it can be discussed to advantage here. Find out what your ward or branch is doing in this respect.

Application:

Let each student resolve to cooperate a little better for the promotion of a better Sunday School, and happiness in the home.

CONCERT RECITATION FOR APRIL

Thanks for the Sabbath School
Hail to the day
When evil and error
Are passing away.
Thanks for our teachers
Who labor with care
That we in the light
Of the Gospel may share.

CARING FOR THOSE IN NEED

Lesson 21. For June 18, 1939

Objective:

If we are to fulfill the commandments of the Savior, we must provide for the temporal as well as the spiritual welfare of people.

References:

Gates-Widtsoe, Brigham Young, pages 210-223.

Supervised Study:

The following topics might be put on the board to assist in classifying the material found in the Quarterly, "Pioneer Public Works," "The Church Welfare Program."

Activity:

Discuss the material found in the Quarterly. Determine what your ward and stake are doing as Welfare Program projects. You might invite the bishop in to talk to the class along this line. Emphasize the desirability of observing Fast Day and paying Fast Offerings. Color the drawing.

Application:

Let each member of the class observe Fast Day as his opportunity to do something for the temporal welfare of those in need.

REVIEW

Sunday, June 25, 1939

GUESS THE QUEEN OF OUR VALENTINE DAY

I looked in the glass,
And am making—you see—
Three pictures to give
To my valentines three.

First for Sunday School teacher,
So careful and dear,
Who tells pretty stories
I love so to hear.

The next is for Daddy
The best of all men!

He will laugh when he sees it.
And hug me again.

The third, I will not name—
At least, not just now;
But she's sweetest of all
Valentines, anyhow!

You may guess if you like to,
And then you will say—
Yes, Mother is Queen
Of our Valentine day."

A BELATED VALENTINE JOINS A MOTHER'S DAY CELEBRATION

The way the world moves now—too fast or too slow—
Just where we are in it at times we don't know.
My "too late" baby valentines offered above,
Can but now carry on into Mother's day love.

My Sunday School teacher, so gentle and kind,
I hope you the joy of true motherhood find.
And Mother—my Mother! the best ever seen.
As of Valentine day you are this day my Queen.

I thank my good father for marrying you,
To be my own Mother, so patient and true.
I thank Heavenly Father for parents each day
Who taught me so early to earnestly pray
In the name of dear Jesus "the life and the way."

—Lula Greene Richards.



PRIMARY



NEW TESTAMENT STORIES

For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry, Edith Ryberg

LESSONS FOR JUNE, 1939

DANIEL'S THREE FRIENDS IN A FURNACE

Lesson 18. For June 4, 1939

Text:

Daniel 3, *Sunday School Quarterly* No. 18.

References:

Hulburt's *Story of the Bible*, pages 459-461.

Objective:

Courage to do right wins the favor of God and man.

Outline of Material:

- I. Jealousy of Nebuchadnezzar's Counselors.
- II. The Golden Idol.
 - a. The decree.
 - b. The penalty for disobedience.
- III. The Three Courageous Youths.
 - a. Shadrach, Meshach and Abednego refuse.
 - b. Their great faith and courage.
 - c. Cast into the fiery furnace.
- IV. Their Deliverance.
 - a. By the power of God.
 - b. The effect.

Lesson Enrichment:

Memory Gem:

"And they glorified God, saying, we have seen strange things today."

Song:

"Did You Think To Pray?"

Pictures:

Standard Pictures, No. 48.

Points of Contact:

Now that summer is on its way we are getting ready for a lot of sport. What do you like to do in the summer? Where do you spend your vacations? What do you like to do on cool, summer evenings just as it's getting dark? When it's very hot near your home, where do you go to find a cooler spot? (mountains, canyons). What does your father sometimes build? (a fire). Isn't

it grand to gather around it and do things that we all enjoy? (toast marshmallows, tell stories, etc.). Sometimes when we get too near the fire we get smoke in our eyes and burn our faces. What must we watch very closely? (not to get too near the fire).

Application:

Why didn't Daniel's friends bow down to the idol? How do you think they felt when they remained standing and everyone else was kneeling to this hideous image? Imagine three young boys not obeying a King's command and not afraid of doing what was right when thousands of people were gathered around and doing something wrong. Can you say "No" to people who tell you it's all right to go fishing on Sunday?

If a hundred boys asked you to take something that did not belong to you, what would you do?

These three boys faced the fiery furnace for telling the truth and loving their God.

Can you tell the truth when it means a scolding, a spanking, or other punishment from parents.

Why is this a poor excuse?—"Well all the boys wanted me to go with them. They coaxed and coaxed; so I just went and took a few cherries out of his orchard."

What do you think of a girl who says, "I know I shouldn't keep the purse I found, but Betty said she would certainly keep it if she'd found it."

The Lord so loved those three boys that someone from heaven came to comfort them in the furnace. What can He and what will He do for us?

Discuss: Why isn't it always good to follow the leader?

What are some of the things your playmates do, that you know aren't right?

When have you said "No" and been blessed or rewarded?

DANIEL IN THE LIONS' DEN

Lesson 19. For June 11, 1939

Text:

Daniel 6; *Sunday School Lessons* (*Quarterly* No. 19).

References:

Hurlbut's Story of the Bible, pp. 469-472.

Objective:

Courage to do right wins the favor of God and man.

Lesson Outline:

- I. The Plot against Daniel.
 - a. His helpfulness to Darius.
 - b. The jealousy of his associates.
 - c. The decree concerning prayer.
- II. Daniel's courage and faith.
- III. God Saves Daniel.
 - a. The king's sentence.
 - b. Daniel cast into the den.
 - c. Protected by God's angel.

Lesson Enrichment:**Memory Gem:**

"Blessed be the name of God for ever and ever, for all wisdom and strength are His."

Song:

"Dare to Do Right," *Primary Song Book*.

Pictures:

Standard Pictures No. 49, Pictures of lions.

Point of Contact:

What animal do you think would be the most fierce? Which animal would you hate to meet, especially if it were hungry? Which do we consider the "king of beasts?" Which usually rules the jungle? When have you seen a lion. Have you ever heard him growl? Do you know where lions are raised now for circuses and zoos? (Gay Lion Farm in California). Many years ago lions were used for a different purpose. Does anyone know why some very cruel kings kept lions? It is such a terrible thing, but often people were thrown into lions' dens as a punishment. Many brave people met their death in that way. Today our story is about Daniel's experience in a den of lions.

Application:

Why was Daniel treated this way? What simple thing had he done? Daniel would risk his life rather than not pray to his God. Some of us don't have to take such a chance. We can kneel in our rooms and thank our Heavenly Father without the fear of being eaten by hungry lions. At that, many children do not pray. Doesn't that make us feel ashamed when we think of Daniel's bravery? What does this story make us want to do? (Pray to Heavenly Father when we can). When do we pray?—(1) at night; (2) before meals; (3) when we

are happy; (4) when we need help; (5) at the beginning of the day; (6) in meetings.

Let us never lose an opportunity to pray to the God that protected Daniel.

Shall we decide to pray whenever we are asked from now on and let's not go to bed or eat a meal without first thanking our Father.

Note to Teachers:

Discuss freely with the children the different types of prayers. Children cannot pray unless they are given a chance for expression. Discuss suitable opening and closing prayers; evening and morning prayers. Leave with them the idea that God loves praying children—children who thank Him often and let Him help them in everyday living. Show them the beauty and simplicity of the Lord's Prayer, and the prayer perfect should be the spontaneous overflow of the heart. Encourage them to pray for other people than themselves. God should be remembered in times of our joys as well as our sorrows.

BRAVE QUEEN ESTHER

Lesson 20. For June 18, 1939

Text:

Book of Esther.

References:

Hurlbut's Story of the Bible, pp. 481-491;
Dalby's Land and Leaders of Israel.

Objective:

Great Blessings come through fasting and prayer.

Lesson Outline:

- I. How Esther Became Queen.
- II. The Wicked Haman's Plot.
 - a. His hatred of the Jews and Mordecai.
 - b. His plan.
 - c. The king's consent.
- III. How Queen Esther Saves Her People.
 - a. Mordecai's distress.
 - b. His appeal to Esther.
 - c. The queen's danger.
 - d. Fasting and prayer.
 - e. The prayer answered.

Lesson Enrichment:**Memory Gem:**

It is the life of duty
That makes a life of beauty.

Songs:

"Did You Think to Pray?" *Deseret Sunday School Songs*.

Pictures:

Standard Pictures, No. 467.

What kind of child do we all love? (clean, kind, friendly, loving, helpful). Does a person have to be beautiful to be loved? What really shines out more brightly than beauty? (a good life). Do people have to be young to be beautiful? What makes a rather ugly person beautiful to look at? (their sweet soul and kind life). How can we make ourselves as beautiful as possible? (by keeping clean, and loving our friends and enemies). What makes people have an ugly look? (by hating someone). Today we have a story about a little girl who was chosen by a king and made queen because she was so sweet and beautiful. I'm sure some of her beauty came from being unselfish and considerate of others.

Application:

We see that girls can do very brave things, too. Why was Queen Esther afraid to go before the king at first? Who do you think helped her to have more courage? What were all of her Jewish friends doing while she pleaded with the king? (fasting and praying). When do all of us fast? Have you ever fasted at another time? Why? Doctors say it's good to fast, because it gives our bodies a rest.

Sometimes other members in our family don't fast. Do we have to eat just because they do? What can we do? (just say "No, today is fast Sunday, I don't want to eat this morning"). The Lord is always more willing to help us when we have done our part by fasting. Two weeks from today will be fast Sunday. Let's have every one of us remember to keep that day as the Lord has asked us to do.

What things can we do during this week to make us as beautiful and brave as Queen Esther?—(1) Tell the truth; (2) Pray to Heavenly Father; (3) Be friendly, sweet, and considerate of people; (4) Always be unselfish.

Activities:

1. Tell just the part of the story about the king choosing Esther.

2. Who would like to tell the next part about how she risked her life for her Jewish people?

3. Now someone tell the last part of the story. Stress Esther's patriotism towards her people.

Study of Lesson Materials:

Esther is one of the great heroines of the Bible. Her name means "Star." She merits the title.

After Darius died, his son Zerxes, called Ahasuerus by the Hebrews, came to the throne. He was a proud, foolish king. His palace was not at Babylon. He dwelt in his capital Shushan, east of Babylon, in the mountains of Elam. We now call that city Susa. There in the palace he and his courtiers are pictured as holding drunken feasts in which Queen Vashti is commanded to appear with uncovered face before the king's courtiers. This was against all the customs of the orient where ladies were supposed never to appear unveiled before men.

When she refused to obey the king's orders, he deposed her, choosing Esther, a beautiful Jewish maiden in her place.

REVIEW

Fourth Sunday, June 25, 1939

The story of Esther finishes the Primary course of study of Old Testament stories, and though we do not make much of lessons coming in chronological order in the Primary Department, it will be of interest to the boys and girls to bring a Bible with them to class on this Sunday. Show them the part of the Bible where we have found our stories. Recall to them how we started at the very first of the book with the story of the creation. Tell them, how all of the things we have heard about, happened before Jesus lived on this earth, and that now we are going to start with the stories found in the back part of this wonderful book.

Inasmuch as this ends the course, it may be well to have a grand review. Let the children choose, the Sunday before, the story they have liked best to tell. They will of course need help on the recalling of the stories. Perhaps the showing of the pictures may be all that is necessary.

It would also be well to have each group dramatize, for the rest of the class, the story they have enjoyed most. It will tend toward interest if each group keeps from the rest the story they have chosen so that the others can guess each story as it is dramatized.

This Sunday also affords a good opportunity for the use of a machine to show your collection of Old Testament pictures. Investigate around your neighborhood. Many children own machines with lantern slides, that can be used profitably in a class room.



KINDERGARTEN



NEW TESTAMENT STORIES

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

LESSONS FOR JUNE, 1939

THE CHILDREN'S REVIEW PERIOD

Lesson 78. For June 4, 1939

During the month of May the first lessons from the Old Testament will have been presented to the children. They have been hearing of characters other than Jesus, and they are not nearly so familiar with them. Review these lessons carefully. Let the children tell you of the beautiful world we now live in and enjoy. Discuss with them the creation of the world and the many things which God made and placed here for our benefit and enjoyment. Help to develop within them an appreciation for all these creations and a determination to care for them reverently.

In the story of Noah stress the fact that those who are obedient to the laws of God are blessed by Him. Such was Noah's reward for himself and his family. As little children we are blessed by God if we obey His commandment, "Honor Thy Father and Thy Mother." By obeying our parents we are honoring God.

ABRAHAM, AN UNSELFISH LEADER

Lesson 79. For June 11, 1939

Text:

Genesis 12:1-8; 13; *Life Lessons For Little Ones*.

Objective:

God rejoices in our unselfish acts toward others.

Songs:

- "Good Morning to the Sunshine Fair," p. 40, *Kindergarten Plan Book*.
- "Can a Little Child Like Me," p. 38, *Songs For Little People*, Danielson and Conant.

Prayer:

By a little child. Class repeat.
Thank you, Heavenly Father, for this beautiful world in which we live. Thank you for our many friends with whom we share its beauties and blessings. Help us to

be kind and unselfish at all times. We ask these blessings in Jesus' name. Amen.

Song Practice:

"The Bees," p. 37, *Kindergarten and Primary Songs*, Frances K. Taylor.

Rest Exercise:

Plan this exercise around the idea of thoughtfulness and unselfishness. It is June. Many flowers are in bloom. Pretend at picking a beautiful bouquet. Play that you take it to Jimmie's mother, who is in bed with a new baby, or Brother, who is old and cannot go for walks to see the beautiful flowers. Perhaps you would like to send yours to Jean, one of our own little class members who has been ill. We want her to know that we will be especially happy when she is able to come back to Sunday School where we can share our good times with her.

Lesson Story:

Abraham: An Unselfish Leader.

Approach:

It was Mary's birthday. She had invited all of her little friends to come to her birthday party. Kenneth could not come, however. He had broken his leg when he fell off a chair, and the doctor had said that he must stay in bed so that it would heal. Everyone at the party had such a good time and all were sorry that Kenneth was not with them.

While the children were eating their refreshments, Mary's mother noticed that Dorothy was not eating her cake. Instead, she had wrapped it in her napkin.

"What is the matter, Dorothy?" asked Mary's mother. "Are you too full?"

"No," sweetly answered the little girl. "I just thought that I would take this piece of cake to Kenneth because he has had to miss the party. I thought that it would make him feel happy if he knew it came from here."

Heavenly Father loves little boys and girls who are unselfish and who think of others. In the Bible we are told the story of a man who was kind and unselfish. He was all the time trying to do good to someone, just as was Dorothy. This good man's name was Abraham.

Lesson Outline:

- People of Chaldea.

- a. Did not love God.
- b. Worshipped idols.
- II. Abraham's Family Leave Chaldea.
 - a. Locate at Haran.
- III. The Lord Talks With Abraham.
 - a. Tells him to go to a new land.
 - b. Promises to make of him a great nation.
- IV. Abraham Obeys God.
 - a. Leaves friends and green fields, that he loves.
 - b. Journeys to Canaan, with family.
- V. Abraham and Lot Part.
 - a. Their servants quarrel continually.
 - b. Abraham desires peace and happiness.
 - c. Lot is given his choice of lands.
- VI. The Lord Blesses Abraham.
 - a. Abraham's unselfishness.

Application:

Here in our own little class, we can be unselfish, too. We can share our chairs, our beautiful little room, our pictures, our songs, our happy, smiling faces and kind words, with our little friends. If we have a song book and our neighbor does not, we can share ours with him. At home we can share our playthings, our flowers and many other things. Heavenly Father loves unselfish people.

Memory Gem:

"I am God's little child, that is better than all. He bids me obey Him; I'll follow His call. My love and my service I'll gratefully give, And praise Him and bless Him as long as I live."

—Caroline A. Mason.

Activity Period:

Cut out magazine pictures of children who are doing unselfish deeds, who are sharing with others, good times, food, flowers, etc. Mount these on colored paper if possible, and use for room decorations. Hang low enough to meet the children's eye level, so that they can be easily seen. Encourage conversation about them. Have the children tell you the story that their picture tells them.

Closing Song:

"Saying Grace," p. 7, *Child Land In Sunday School*, by Jones and Barbour.

A PROMISE FULFILLED

Lesson 80. For June 18, 1939

Text:

Genesis 14: 15; 17:19-22; 21:1-3; 24; *Life Lessons For Little Ones*.

Objective:

Willing obedience to God's commands brings great blessings.

Songs:

- a. "Can a Little Child Like Me," p. 38, *Songs For Little People*, Danielson and Conant.
- b. "Obedience," p. 16, *Kindergarten and Primary Songs*, Frances K. Taylor.

Prayer:

By a little child. Class repeat.
Thank you, Heavenly Father, for our fathers and mothers. Help us to obey them and you at all times. We ask this in Jesus' name. Amen.

Song Practice:

"The Bees," p. 37, *Kindergarten and Primary Songs*, Francis K. Taylor.

Rest Exercise:

"Visiting Game," p. 186, *Kindergarten Plan Book*.

Lesson Story:

A Promise Fulfilled.

Approach:

In the little game that we have just played, we went to visit our neighbors. We were smiling and happy as we shook hands with them and said, "How do you do?" When we are kind and friendly to our neighbors we are obeying Heavenly Father. He has told us to love our neighbors just as much as we love ourselves.

Heavenly Father gave us many other commandments. He has told us to meet together often and worship Him. For this reason we have Sunday School. He has told us to do good to people who do unkind things to us. Many other things that He tells us are right to do, we can learn from our mothers, fathers and teachers.

Today our story tells us again about Abraham and how he was blessed because he obeyed our Heavenly Father.

Lesson Outline:

- I. Abraham Helps Lot.
 - a. Rescues him from prison.
 - b. Thanks God for His aid.
 - 1. Expresses his gratitude through the payment of tithes.
 - 2. Pays tithes to Melchizedek.
- II. God's Promise To Abraham Fulfilled.
 - a. A baby son is born.
 - b. Abraham and Sarah teach him to love and obey God.
- III. Isaac As A Man.
 - a. Cares for Abraham after Sarah's death.

- b. Makes Rebekah his wife.
- c. They obey God and are blessed.

Application:

As Abraham was blessed for obeying God's commandments, so are we all.

One day Jim's mother heard him humming a song that we all know. It was this one. (Teach him the song "Obedience," page 16, *Kindergarten and Primary Songs*, by Frances K. Taylor.) Perhaps the children would like to assist.

"What a beautiful little song," said mother as she heard Jim singing it to himself. "Where did you learn it, dear?"

"That is what we learned in Sunday School a little while ago," said Jim. "I like it. The music is pretty, and I like the words. It seems easier to do the right thing when you sing that song."

A few hours later Jim returned home. He had sold all of his magazines. As he placed the money on the table, he said, "See mother, this is what I meant when I told you a while ago that it was easier to do the right thing when you sang that song about obeying God's words. Right here I have one dollar that is mine. Before I forget I am going to put this one dime away for my tithing. It is only a little, but God said one-tenth; so I am going to try to do as He wants me to do."

"I am glad, dear, that you are obeying God so willingly and gladly," said mother. "God is pleased with us when we obey His commandments with such a happy heart. That is one thing that helps boys grow into great men, and I would like you to be that."

Memory Gem:

Same as last Sunday.

Activity Period:

Have each child draw one picture to make up a booklet entitled, "Obeying Is Fun." They can just be simple line pictures, showing Johnny running to the store for his mother, raking the lawn, sprinkling the lawn, sweeping the sidewalk, etc. Nellie can be washing the dishes, putting the toys away, hanging up her clothes, brushing her teeth, etc. When finished, combine into one book. Use it for review purposes on the first Sunday in July.

Closing Song:

"The Heart Garden," page 63, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Closing Prayer:

By a teacher.

JACOB, BELOVED OF GOD

Lesson 81. For June 25, 1939

Text:

Genesis, Chapter 28:33; *Life Lessons For Little Ones*.

Objective:

Sincerity and purity of life are steps leading to God.

Songs:

a. "Jesus Once Was A Little Child," *Primary Song Book*.

b. "Song of Prayer," page 15, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Prayer:

By a little child. Class repeat. Example: "Heavenly Father, we thank you for our many blessings. Help us to do only good deeds always. We ask this in Jesus' name. Amen."

Song Practice:

"The Bees," page 37, *Kindergarten and Primary Songs*, by Frances K. Taylor.

Rest Exercise:

Sing and dramatize, "A Little Boy's Walk," page 30, *Finger Plays*, by Emilie Poulsson.

Lesson Story:

Jacob, Beloved of God.

Approach:

Long ago there was another boy who went for a walk, only it was a much longer walk than that of which we have been singing. This boy too, saw many wonderful and beautiful things as he journeyed on and on. In his heart grew a greater love for our Heavenly Father, for he knew that all of these were gifts from God. He had learned to love God and to show that love in everything that he did each day. This boy was Jacob, the son of Isaac and Rebekah. His grandfather was the wonderful Abraham who was so kind, faithful and unselfish.

Application:

All of you, I am sure, try very hard to keep your promises also.

One day, as mother sat sewing, she heard Bob say, "Good-bye, Jack. See you tomorrow." As Bob came through the door, he saw his mother and leaned over and kissed her.

"You like Jack a great deal, don't you, Bob?" asked mother.

"Indeed I do," said Jack. "He is the finest fellow I know. If he says that he will do something, you can depend upon him to do

it. If he says that he will meet you at a certain time, he is there. Everything that we have been taught is right to do, Jack does, and he isn't ashamed of it, either. I like him for a lot of reasons, mother."

"I am glad that you do, Bob," said mother. "I like him, too. Boys like that grow to be fine men and leaders. Both God and man need good, honest, hard-working leaders and I would like you to be one of them."

Memory Gem:

Same as last Sunday.

Activity Period:

Draw a picture of Jacob asleep at the foot of the ladder. It was as he slept that our Heavenly Father appeared to him.

Closing Song:

"His Little Ones," page 6, *Kindergarten and Primary Songs*, by Frances K. Taylor.



CRADLE ROLL



LESSONS FOR JUNE, 1939

First Sunday, June 4, 1939

Text Book:

Cradle Roll Lessons, by Louise Oglevee.

Songs:

a. "Good Morning Song," page 73, *First Year Music*, by Hollis Dann.

b. "Lord Who Lovest Little Children," (first stanza) page 21, *Songs For Little People*, by Danielson and Conant.

Prayer:

By a little child. Example: "Thank you, Heavenly Father for this beautiful day. Thank you for taking care of us all last night. Amen."

Songs:

a. Tune, "Robin Redbreast," page 15, *Child Land In Song and Rhythm*, book one, Jones and Barbour. Words:

"Oh, I am Sally Spinach,
Oh, Ho! Oh, Ho! Oh, Ho!
And I am full of iron
To help to make you grow."

b. "A Little Boy's Walk," page 32, *Finger Plays*, by Emilie Poulsson.

Rest Exercise:

Today let us pretend that we are different kinds of animals. First, let us pretend that we are little rabbits. Who can show us how they hop? Ralph may show us. Very good. Choose others. After each of the children has had a turn, try imitating elephants, bears and the like.

Lesson Approach and Story:

We have pretended to be all kinds of animals and had a lot of fun, haven't we? Now let us pretend once more that we are Sally Spinach and sing that song again. ("Oh, I am Sally Spinach.")

Last Sunday we heard of a boy named Daniel who liked spinach and all other kinds of vegetables. He asked the king to give him these foods instead of what other kinds? Can you find pictures of the good foods on the wall? Can you name them?

Daniel was a brave boy in other ways. He was not afraid to pray to our Heavenly Father, even when the king told him not to. (Tell the story, "Daniel and the Lions.")

Activity Period:

Color a tracing of a lion.

Closing Song:

"Parting Song," page 7, *Kindergarten Plan Book*.

Second Sunday, June 11, 1939

Songs:

a. "Good Morning Song," page 73, *First Year Music* by Hollis Dann.

Ralph would like to sweep the front porch and the sidewalks, so that they will be clean.

Dorothy would like to pick flowers to take to Joan, who has been ill.

Lesson Approach and Story:

The things that you had us do are very kind deeds. These and ever so many other things, we can do each day if we are looking for the opportunity. I know a story about a woman who was especially kind to one of Heavenly Father's servants. (Tell the story, "A Kind Woman.")

Activity Period:

Draw a picture of a house with a flat roof and on the top of the roof a small room. Draw a picture of an outside stairway, running from the ground to this little room. This was like the house where the kind lady lived and the room that she built for Elisha.

b. "A Song of Thanks," page 25, *First Year Music* by Hollis Dann.

Prayer:

By a little child. Example: "Heavenly Father, I thank you for my two eyes to see with and my two ears to hear with. Amen."

Songs:

a. "A Little Boy's Walk," page 30, *Finger Plays* by Emilie Poulsson.

b. "The Counting Lesson," page 54, *Finger Plays* by Emilie Poulsson.

Rest Exercise:

To the music of "Flying Birds," found in Frances M. Arnold's *Collection of Rhythms For Home, Kindergarten and Primary*, have the little children represent bluebirds, robins, canaries, and other birds flying about in Heavenly Father's beautiful sunshine.

Lesson Approach and Story:

I am so very, very happy today. The sun is shining brightly, and the birds are singing very sweetly. Everything I passed on the way to Sunday School seemed to tell me of Heavenly Father's great love for us all. Then, too, I was on my way to be with you, and that always makes me happy.

Jesus, too, loved little boys and girls. I know a song that tells of His great love and how, when He lived on this earth, He took little children on His knee, just as your fathers do you. (Sing, "Jesus And The Children," page 8, *Kindergarten and Primary Songs* by Frances K. Taylor) continue by telling the story, "Jesus And The Children."

Activity Period:

Find pictures of happy children at play or doing deeds of service. Cut them out and paste into a small booklet. Write on the title page the following verse:

"Jesus loves me, this I know,
For the Bible tells me so."

Third Sunday, June 18, 1939

Songs:

a. "Good Morning Song," page 73, *First Year Music* by Hollis Dann.

b. "A Song of Thanks," page 25, *First Year Music* by Hollis Dann.

Prayer:

By a little child. Example: "Thank you, Heavenly Father for the good food we have to eat. Amen."

Songs:

a. "I Saw Many Things Today," page 11, *Kindergarten and Primary Songs* by Frances K. Taylor.

b. "All For Baby," page 40, *Finger Plays* by Emilie Poulsson.

Rest Exercise:

Go through the motions as you sing, "The Little Plant," page 24, *Finger Plays* by Emilie Poulsson.

Lesson Story and Approach:

You have been splendid little helpers. In our little song, "Here's A Ball For Baby," we were helping mother by amusing the baby. In our song, "In My Little Garden Bed," we were helping Father prepare the ground and plant the seeds. Heavenly Father then sent the sunshine and the rain to help the seeds grow.

I was pleased to have Jay gather all the little hats and place them on a chair. Jane was a helper too, when she put the flowers that you children brought, in water.

There was once a little boy who was a helper to Jesus. Tell the story, "A Little Boy Who Helped Jesus."

Activity Period:

Give the children paper and crayons. Have them draw pictures of bread and fish such as the little boy gave to Jesus to feed the hungry multitude with.

Fourth Sunday, June 25, 1939

Songs:

a. "Good Morning Song," page 73, *First Year Music* by Hollis Dann.

b. "Thanks For Daily Blessings," page 17, *Song Stories* by Pattv Hill.

Prayer:

By a little child. Example: "Heavenly Father, we thank you for our good homes and kind friends. Amen."

Songs:

a. "The Heart Garden," page 63, *Kindergarten and Primary Songs* by Frances K. Taylor.

b. "I Like Little Pussy," page 64, *Kindergarten and Primary Songs* by Frances K. Taylor.

Rest Exercise:

Today let us think of kind acts to do. Yes, Jane, we may rock the baby for mother. Shall we sing, "Rock-A-Bye Baby," while we are doing it?



The Funny Bone

"Reader, who art too seriously disposed, you may take yourself far away hence."—Martial.

The Lady Driver

"Lot's wife, who looked back and turned into a pillar of salt, couldn't have taught my wife anything," said the grocer. "She looked back and turned into a telegraph pole."

Blame The Maid

Mistress: "I can't just understand my husband. He went to work this morning whistling and singing at the top of his voice."

Maid: "Oh, ma'm, I'm afraid it's my fault. I mistook the bird seed for the cream of wheat, this morning."

True To Form

A Yankee was on a Christmas walking tour in Scotland. Snow had fallen and he was struggling along a narrow road when he met a Highlander.

"I guess, friend, I sure am lost!" he said, plaintively.

Scot: "Is there a reward oot for ye?"

American: "Nope."

Scot: "Weel, ye're still lost."

Low Down

Pa: "Well, son, how are your marks?"

Son: "They are under water."

Pa: "What do you mean, under water?"

Son: "Below 'C' level."

Safety First

A Scotchman and his wife walked the dusty miles from their farm to the county fair, the wife laden down with a heavy basket that contained their lunch. The generous husband, however, was not wholly inconsiderate of his wife's comfort. Inside the gates he turned to her and said:

"Ye'd better let me carry the basket now, Mary; we might get separated in the crowd."

The Promise Came True

"Well, doc, you sure kept your promise when you said you'd have me walking again in a month."

"Well, well, that's fine."

"Yes. I had to sell my car when I got your bill."

What Next?

Little Willie: "Mom, you said the baby has your eyes and Daddy's nose, didn't you?"

Mother: "Yes, darling."

Willie: "Well, you'd better watch him, he has grandpa's teeth now."

Missed!

An angry woman rushed into the clerk's office. In her hand she bore a license. Turning to the clerk, "Did you, or did you not, issue this license for marrying me to Albert Briggs?" she demanded.

"Yes, I believe I did. Why?"

"Well, what are you going to do about it?" she stormed. "He's escaped."

Worth Repeating

He was a bit shy, and after she had thrown her arms around him and kissed him for bringing her a bouquet of flowers, he arose and started to leave.

"I am sorry I offended you," she said.

"Oh, I'm not offended," he replied. "I'm going for more flowers."

What Insolence

"Did you notice that insolent conductor looking at you as though you hadn't paid your fare?"

"Yes, and did you notice me looking at him as though I had?"

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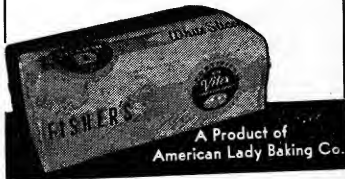


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